

Q379.782  
Om1  
1902/03

LIBRARY

OHIO STATE UNIVERSITY

EDUCATION LIBRARY

Omaha Public Schools

JUN 28 1960  
UNIVERSITY

# Annual Report

OF THE

# Board of Education

YEAR ENDING JUNE 30, 1903



OMAHA PUBLIC SCHOOLS.

---

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

FOR THE

Year Ending June 30th, 1903.

---







# OFFICERS OF THE BOARD

E. F. GRIMES, Custodian.    DUNCAN FINLAYSON, Supt. of Bldgs.    WILLIAM PARKER, Truant Officer.  
 J. F. BURGESS, Secy.    CARROLL G. PEARSE, Supt. of Instruction.    CARL E. HERRING, Attorney.

# BOARD OF EDUCATION

SCHOOL DISTRICT OF OMAHA,  
1903.

---

## OFFICERS.

THEO. H. JOHNSON, President. Office, 1215 Farnam; Telephone 1279. Residence, 2518 Maple; Telephone L-2542.

M. F. FUNKHOUSER, Vice-President. Office, 1218 Farnam; Telephone 31. Residence, 4012 Cuming; Telephone, L-2757.

J. F. BURGESS, Secretary. Office, 505 City Hall; Telephone 649. Residence, 4208 Burdette.

A. H. HENNINGS, Treasurer. Office, 1st floor City Hall; Telephone 1330. Residence, 815 N. Forty-third.

CARL E. HERRING, Attorney. Office, 707 New York Life; Telephone 1886. Residence, 1318 N. Fortieth.

CARROLL G. PEARSE, Supt. of Instruction. Office, 508 City Hall; Telephone, 1147. Residence, 2205 S. Tenth; Telephone F-2720.

DUNCAN FINLAYSON, Supt. of Buildings. Office, 915 Pacific; Telephone 1399. Residence, 1824 Binney; Telephone F-2590.

E. F. GRIMES, Custodian and Inspector of Fuel and Supplies. Office, 1217 Jackson; Telephone 1680. Residence, 812 S. Seventeenth.

WILLIAM PARKER, Truant Officer. Office, 507 City Hall; Telephone 1147. Residence, 2535 S. Ninth.



## MEMBERS OF THE BOARD.

- ANDRESEN, JOHN F., Master Mechanic's office, U. P. shops; Tel. 3355. Residence, 503 N. 30th.
- BUTTS, W. H., Wholesale Fruits. Office, 801-11 Jones; Tel. 894. Residence, 1614 S. 10th; Tel. L-2776.
- CERMAK, EMIL, Druggist. Office and residence, 1264 S. 13th; Tel. 2303.
- CHRISTIE, DR. W. H., Physician and Surgeon. Office, room 48 Barker Block; Tel. 832. Residence, 2906 N. 24th, Tel. 479.
- DETWEILER, JOHN O., Attorney (Cathers & Detweiler). Office, 508 Paxton Block; Tel. 1583. Residence, 1314 S. 27th.
- FUNKHOUSER, M. F., Vice-Pres. and Secretary Nebr. Underwriters Ins. Co. Office, 1218 Farnam; Tel. 31. Residence, 4012 Cumming; Tel. L-2757.
- HOMAN, W. R., Real Estate and Fire Insurance. Office, 8 and 10 Frenzer Block; Tel. 664. Residence, 2105 Binney.
- JOHNSON, THEO. H., Manager Dempster Photograph Supply Co., 1215 Farnam; Tel. 1279. Residence, 2518 Maple; Tel. L-2542.
- LEVY, MORRIS, Pres. Nebr. Clothing Co., cor. 15th and Farnam; Tel. 1749. Residence, 2037 Dodge; Tel. F-2612.
- LOWER, ED. K., Fire Insurance and Rentals (Kennard & Lower). Office, 309-10 Brown Block; Tel. 397. Residence, 1923 Wirt.
- MAYNARD, JAS. W., Joint Ticket Agent. Office, Council Bluffs Transfer; Tel. 491. Residence, 3220 Burt.
- MCINTOSH, HUGH F., Editor Nebraska Farmer. Office, 1505½ Howard; Tel. 2316. Residence, 2853 Dodge.
- RICE, GEO. D., Coal Dealer (Hald & Rice). Office, 506 S. 16th; Tel. 1238. Residence, 1018 S. 28th; Tel. L-2748.
- SMITH, J. J., Manager On Time Yeast Co., 4301 N. 28th; Tel. A-1417. Residence, 2808 Ames Av; Tel. F-1417.
- STUBBENDORF, FRED, Residence, 1230 S. 10th.





MEMBERS OF THE BOARD—1908.

RICE.  
ANDERSEN.

SMITH. BUTTS.  
STUBBENDORE.

MAYNARD. CHRISTIE.  
JOHNSON. FUNKHOUSER.  
CHRISTIE, JR., Page.

HOMAN. LOWER  
DETWEILER.

LEVY.  
MCINTOSH.



Digitized by the Internet Archive  
in 2015

## STANDING COMMITTEES, 1903.

BOUNDARIES—Christie, Andresen, Cermak.

BUILDINGS AND PROPERTY—Stubbendorf, Smith, Levy, Rice, Funkhouser.

CLAIMS—Butts, Maynard, Andresen.

FINANCE—Maynard, Christie, Detweiler.

HEAT AND VENTILATION—McIntosh, Maynard, Rice, Stubbendorf, Cermak.

HIGH SCHOOL—Funkhouser, Stubbendorf, Levy, Smith, Butts.

JUDICIARY—Detweiler, McIntosh, Butts.

KINDERGARTEN—Andresen, Stubbendorf, Rice, Cermak, Funkhouser.

RULES—Rice, McIntosh, Smith.

SALARIES—Cermak, Lower, Christie.

SPECIAL INSTRUCTION—Lower, Butts, Andresen.

SUPPLIES—Levy, Maynard, Christie, Lower, McIntosh.

TEACHERS AND EXAMINATIONS—Smith, Stubbendorf, Funkhouser, Levy, Detweiler.

TEXT BOOKS AND COURSE OF STUDY—Maynard, Smith, Cermak, Lower, Detweiler.

---

## SPECIAL VISITING COMMITTEES.

ANDRESEN—Columbian, Saunders, Long.

BUTTS—High, Gibson, Lincoln.

CERMAK—Forest, Comenius, Bancroft.

CHRISTIE—Central Park, Franklin, Kellom.

DETWEILER—Park, Dupont, Vinton.

FUNKHOUSER—High, Walnut Hill, Clifton Hill.

LEVY—High, Central, Farnam.

LOWER—Lothrop, Castellar, Druid Hill.

MAYNARD—Omaha View, Leavenworth, Sherman.

MCINTOSH—Lake, Webster, Mason.

RICE—Beal, Windsor, Train.

SMITH—High, Saratoga, Monmouth Park.

STUBBENDORF—High, Pacific, Cass.

## SUPERVISORS.

MISS FANNIE ARNOLD, Supervisor of Music. Residence, 323 N. 17th; Tel. 1009.

MISS ALICE HITTE, Supervisor of Drawing. Residence, 212 S. 25th; Tel. A-2707.

MRS. ORIETTA S. CHITTENDEN, Supervisor of Kindergartens. Residence, 831 Georgia Ave; Tel. F-2754.

MISS CLARA F. COOPER, Supervisor of Primary Grades. Residence, 2817 Poppleton Ave., Tel. B-2748.

---

## BOARD MEETINGS.

The regular semi-monthly meetings of the Board are held on the first and third Mondays of each month, in the assembly room on the fifth floor of the City Hall.

---

## CLERKS.

Superintendent's Clerk—Emily Dorn. Residence, 817 N. 33d.  
Secretary's Bookkeeper—Nell I. Spurck. The Merriam.

---

## EXAMINING COMMITTEE.

J. F. Woolery,

Mary Fitch,

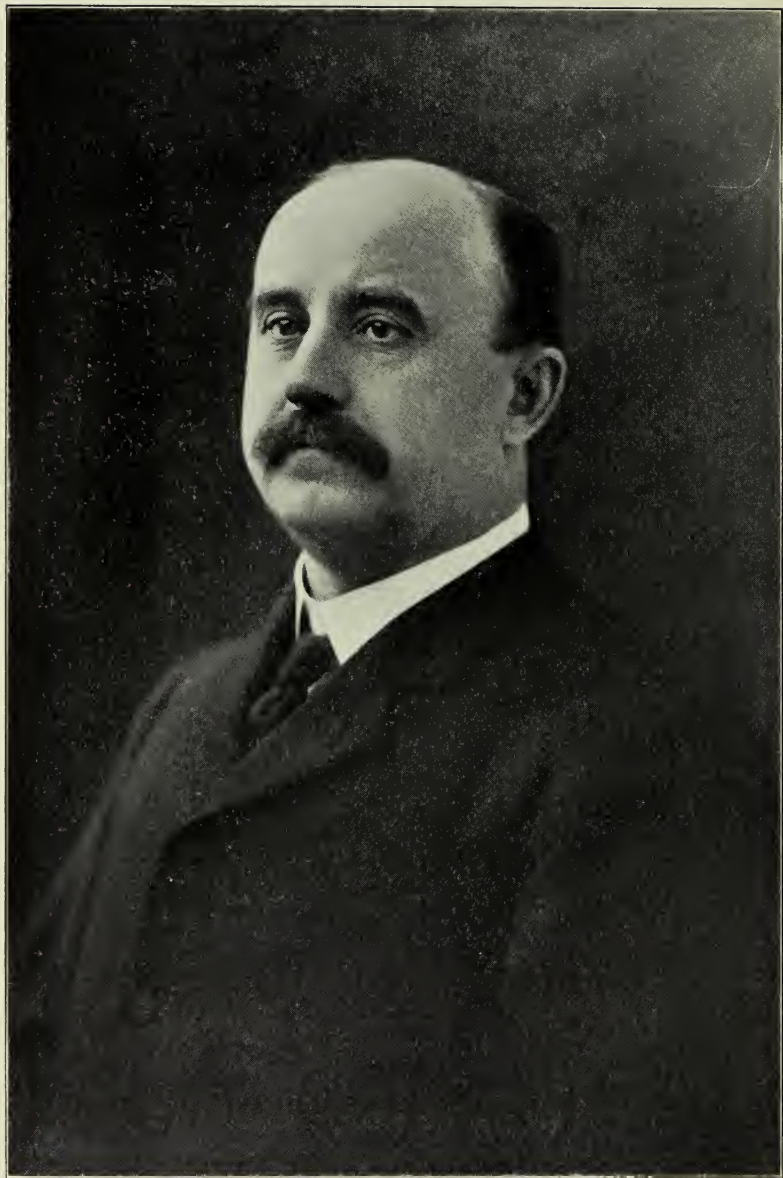
Clara Cooper.

---

## SALARIES OF OFFICERS AND CLERKS

Superintendent of Instruction.....	per annum,	\$3,600.00
Secretary.....	“ “	1,800.00
Superintendent of Buildings.....	“ “	1,800.00
Storekeeper and Inspector.....	“ “	900.00
Attorney.....	“ “	500.00
Superintendent's Clerk.....	“ “	960.00
Secretary's Bookkeeper.....	“ “	960.00
Truant Officer.....	per month	83.33





THEO H. JOHNSON, President



## PRESIDENT'S REPORT.

---

TO THE MEMBERS OF THE BOARD OF EDUCATION AND THE PUBLIC:

Herewith is presented for your consideration the annual report of your President for the fiscal year ending June 30th, 1903, together with some suggestions regarding the necessities of the School District in the near future.

### FINANCES.

In considering the expenditures of the Board, it would be well to bear in mind that about \$100,000, or nearly one-fifth of the entire annual expenditures, is required to pay the interest on the bonded indebtedness of the School District and to provide a sinking fund for the payment of maturing bonds. This is statutory. The Board has no option in the matter. It is a source of congratulation that the law has been strictly obeyed in this respect. The total bonded indebtedness of the School District amounts to \$875,000 (the total bonded indebtedness of the Kansas City School District amounts to \$1,655,000). Of this \$875,000, \$200,000 falls due January 1, 1908. We have now in the bond redemption fund to meet this obligation \$159,510.42. There is no question but what by the time these bonds fall due and are paid, it will be necessary to build an additional wing to the High School, and to ask the people to vote \$200,000 in bonds for that purpose. The total receipts of the School District for the past fiscal year were \$541,157.66; the total expenditures were \$521,784.11; making \$19,373.55 received more than was expended. The floating indebtedness on June 30th, 1903, was \$51,138.76. This floating indebtedness, which has been hanging over the School District for years, has been caused solely by the action of former city councils in assuming the right (which the courts have decided they did not possess)



of refusing or failing to furnish the Board with the amount of money demanded. Had the city council in former years provided the money that was needed and asked for by the Board to support the schools, there would be no floating indebtedness. Court decisions have settled this matter, and the responsibility in the future for increasing this floating indebtedness will rest entirely with the Board of Education.

In January, 1903, the Board, in making an estimate of its receipts and expenditures for the fiscal year of 1903-1904, was persuaded to make an estimate of receipts from taxation on the basis of an assessment of \$129,500,000. This was done against the judgment of some of the members, at the earnest solicitation of those citizens who were making heroic efforts to obtain what they considered a just and equitable assessment of corporation properties; and in order to place no obstacles in their way, the Board reluctantly agreed to make an estimate on this basis. You know the result. Instead of obtaining a tax on \$129,500,000, we are obtaining a tax on only \$105,000,000; and whether the tax on this \$24,500,000 difference will ever be collected, is a matter that the future alone can determine. This makes the estimate of receipts fall short about \$56,350. It is impossible under these conditions to prevent the floating indebtedness from being increased on June 30, 1904.

The expenses of the High School for the fiscal year closing June 30th, 1902, were \$63,894.67; for the fiscal year closing June 30th, 1903, \$78,610.73; making an increase over the previous year of \$14,716.06. This seemingly extraordinary increase in expenses was incurred for the following reasons; A new chimney had to be erected at a cost of \$3,660. In enlarging the manual training department and purchasing the necessary tools and fixtures for the same, purchasing guns and equipment for the cadet battalion, and fixtures for the biological department, \$4,855.17 was expended. The balance is chargeable to new walks, fitting up the girls' gymnasium, and the expense of employing an additional teacher for the manual training department, a gymnasium director, and such additional teaching force as the increased attendance at the High School demanded.

#### NEW BUILDINGS.

It has been unfortunate that the building of the Monmouth

Park School-house has been so long delayed. There is a crying need for this building. The Board is compelled to rent buildings unsuitable for school purposes on account of this delay. Had the Board been satisfied to erect a building on the ground already owned, as was strongly advocated by some of the members, we would have been able to have opened the new building in September, 1903. The delay has been caused chiefly by the inability of the Board, until quite recently, to obtain a clear title to the additional ground purchased. It is to be hoped that this building will now be erected without any further unreasonable delay.

The destruction of a portion of the Beals School by fire has left that district without adequate school facilities; and in order to keep its compact with the people, whose districts were consolidated to form the Beals district, the Board, as soon as possible, should take steps to erect a new building on the Beals site.

Additional school facilities are needed in the southern part of the city. There seems to be a lack of unanimity amongst the people in the southern portion of the city, where these additional school facilities are needed, regarding the proper place to erect a new building, and the Board will probably have to settle this question regardless of the diverse claims which the people interested have heretofore presented to the Board. The idea has been advocated that a new site centrally located should be purchased, the Forest and Vinton sites sold, and a sixteen-room building erected on the new site. The advocates of this proposition call attention to the fact that there are at present no permanent buildings on either site to be destroyed—that the Forest site especially is not suitable for a permanent building, and that in the near future a sixteen-room building on a new site will accommodate the people better and with less expense to the Board than two eight-room buildings on the present sites.

In this connection it would seem proper to call your attention to the project of having the shop and the depot of supplies located together in some building suitable for both. The Board owns a site that is admirably situated for this purpose. I refer to the Izard site. A proper building could be erected, the

scope of the Custodian's duties be enlarged, making him a storekeeper not only of the supplies used by the principals of the schools, but also of those used by the Superintendent of Buildings in repair work, such supplies to be issued by the storekeeper on the order of the Superintendent of Buildings, receipted for by the employee to whom issued, and accounted for to the Board by the storekeeper. This Izard site has track-age facilities also.

The question of supplying our schools with fuel has become a serious one. We use about four thousand tons of coal every year, and our experience during the past year and thus far in providing for the coming winter would seem to indicate that it is good policy to be in a position not to be so entirely dependent upon our local dealers for coal. With our shop and store on the Izard site, we would be in a position, so far as facilities here are concerned, to purchase coal in car lots from the mines. One half of our yearly supply could be purchased and stored in the schools before school would open in September. It would seem that the money that could be realized from the sale of the old Pacific and Jackson street properties—properties that we will never use for school-house purposes—would be more than sufficient to put all necessary improvements on the Izard site.

In this connection your attention is called to the propriety of taking steps to place upon the market a part or all of the real estate owned by the Board which is not now and probably never will be used for school-house purposes. This property is comprised in the following sites: Ambler, five lots; Douglas, three lots; Eckerman, two acres; Ft. Omaha, one lot; Howard, one lot; Pleasant, two lots; California, one-half lot; and West Side, five lots.

#### NON-PARTISAN BOARD.

The present Board should be congratulated upon having entirely eliminated partisan politics from the Board. There has been no attempt whatever on the part of the republican majority of the Board to sidetrack the fusion minority. The beneficial results of this policy have been apparent in the practical unanimity with which the present Board has attended strictly to the business of the Board, and has not transformed it into a machine to further the political aspirations of any one either

inside or outside of the Board. It is to be hoped that this state of affairs so auspiciously begun will continue to exist.

#### WORK OF COMMITTEES.

I desire on behalf of the public, and on my own behalf, to thank the various committees of the Board for the painstaking and thorough manner in which the matters referred to them have been investigated and reported upon; and while all committees, and through them the Board, have done their work in a highly satisfactory manner, I cannot refrain from congratulating the Board and the public as well upon its good fortune in having at the head of its most important committee (the Committee on Buildings and Property) a man who, while being a man of sterling integrity, and having in a remarkable degree the necessary qualifications for the position, has had the time and the inclination as well to devote that time to the faithful performance of the duties of his position. Possibly no other member of the Board could have spared the time from his private business that Mr. Stubbendorf has so conscientiously devoted to the business of the Board.

In this connection I wish to commend the practice of calling the Board together in committee of the whole when any important matter is to be considered. The results of such practice have in the past been very satisfactory, and I believe such meetings should be held oftener in the future than has been the custom in the past.

In conclusion, permit me to express my thanks to the members and officers of the Board for the very courteous treatment I have received as your presiding officer.

THEO. H. JOHNSON,  
President.



## SECRETARY'S REPORT.

OMAHA, July 20, 1903.

TO THE HONORABLE BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF OMAHA:

GENTLEMEN:—Herewith I submit a statement of the receipts and expenditures of the School District over which your honorable body has control, covering the fiscal year ending June 30, 1903, and the condition of the various funds on June 30, 1903:

### GENERAL FUND RECEIPTS.

Received from Interest on Funds in Treasury.....	\$1,839.30
“ “ Liquor Licenses .....	241,000.00
“ “ Loss and Damage to Books and Property .....	133.31
“ “ Miscellaneous Licenses.. .....	11,607.50
“ “ Non-resident Tuition.....	930.05
“ “ Police Court Fines .....	3,716.50
“ “ Rentals .....	851.00
“ “ Sale of Furniture, Junk, etc.....	218.58
“ “ Sale of High School Supplies.....	854.11
“ “ State Apportionment.....	41,612.60
“ “ Tax Collections.....	234,423.23
“ “ Miscellaneous Sources.....	93.67
“ “ Rebate of Interest on Warrants.....	1,796.91
“ “ Insurance on Beals School... ..	2,080.90
Total Receipts during the year .....	<u>\$541,157.66</u>

### GENERAL FUND EXPENDITURES.

For Advertising.....	\$51.50
“ Architect's Services.....	418.60
“ Bond Redemption Fund .....	47,500.00
“ Books .....	6,330.74
“ Cartage .....	250.73
“ Census Enumeration .....	916.77
“ Construction .....	3,660.00



For Drawing Supplies.....	\$709.52
“ Election Expense.....	2 526.54
“ Electric Power.....	162.00
“ Examining Committee.....	150.00
“ Express and Freight.....	466.02
“ Fuel.....	17,299.72
“ Furniture.....	3,154.27
“ Improvements.....	5,675.48
“ Insurance.....	2,073.00
“ Insurance Fund.....	1,000.00
“ Interest and Exchange.....	51,176.60
“ Janitors.....	35,311.30
“ Kindergarten Supplies .....	842.92
“ Legal Expense.....	213.25
“ Light and Fuel Gas .....	796.14
“ Messenger Service.....	70.63
“ Music Supplies.....	1,095.18
“ Officers and Clerks.....	11,896.64
“ Page Service.....	35.00
“ Postage.....	185.70
“ Printing.....	1,525.28
“ Piano Rent and Tuning.....	88.12
“ Rent.....	453.50
“ Repairs, general.....	8,504.60
“ Repairs to Heating.....	5,319.11
“ Repairs to Plumbing.....	1,191.32
“ Stationery.....	3,957.43
“ Supplies.....	3,677.51
“ Sites .....	800.00
“ Teachers.....	299,994.03
“ Telephones .....	294.00
“ Moving Monmouth Park School Building.....	328.97
“ Military Supplies.....	992.49
“ Miscellaneous Items of Expense .....	688.50
Total Expenditures during the year.....	\$521,784.11



360.59

784.11

144.70

144.70

387.28

248.52

138.76

Statement of Expenses in Detail by Departments and Schools for the Year Ending June 30th, 1903.

	Advertising	Architect's Services	Bond Redemption Fund	Books	Carriage	Census Enumeration	Construction	Drawing Supplies	Election Expense	Electric Power	Examining Committee	Express and Freight	Fuel	Furniture and Fixtures	Improvements	Insurance Premiums	Insurance Fund	Interest and Exchange	Janitors	Kindergarten Supplies	Legal Expense	Light and Fuel Gas	Messenger Service	Maps, Charts and Globes	Music Supplies	Officers and Clerks	Page Service	Postage	Printing	Piano Rent and Tuning	Rent	Repairs (General)	Repairs to Heating	Repairs to Plumbing	Stationery	Supplies	Sites	Teachers	Telephones	Moving Men and School Bldg.	Military Supplies	Misc Items of Expense	TOTAL
Board of Education	\$51.50			\$ 40.72	\$250.48			\$ 19.36	\$2,526.54			\$405.22		\$10.30	\$81.04				\$810.00	\$0.75	\$211.64	\$21.02			\$1.50	\$2,760.00	\$35.00		\$1,037.03		\$1.00	\$364.40			\$30.71	\$74.35			\$1.85		\$2,345.00		
Secretary's Department														16.00								11.92										2.35			81.21	25.30			74.50		37.00	3,187.81	
Sup't of Instruction's Department														81.38							\$213.25	38.30				4,546.06		452.70		78.30			43.57			97.77	34.80			71.50		5,024.87	
Sup't of Building's Department													\$43.23			\$45.00									1,800.00					57.60			70.00			20.11	11.17			51.10		2,533.11	
Attorney's Department																									500.00																713.25		
Trust Officer's Department																									519.98				13.00												502.98		
Store																									900.00			2.00	25.00				83.07			818.05	10.64				1,352.06		
Custodian—Stock on hand July 1, 1903				2,793.42				1,190.39						210.35							211.71			\$19.15	202.41								673.60			388.99						5,744.12	
Shop—Stock on hand July 1, 1903															4.05																				692.35						1,576.41		
Census Enumeration						\$910.77																																			916.77		
Examining Committee																																											150.00
Interest and exchange																																											51,176.00
Insurance Fund																	\$1,000.00																										
Bond Redemption Fund			\$47,500.00																																								
High School		\$183.00		2,368.86	25		\$3,660.00	19.00					2,833.91	2,167.04	4,015.00	1,364.00			4,482.30			165.66					840.00		40.00	275.25	\$ 2.75		900.67	267.50	\$10.05	937.93	780.87	\$50,061.00	18.05	\$962.10	5.00		78,610.73
Hancock				114.31				25.05		358.46	19.80				2.80	1.02		785.00			15.31	2.05			18.30						1.37		275.02	7.10	35.25	89.47	30.01					5,749.42	
Beal				60.78				11.43		47.80	73.98				4.00	57.00		479.00			42.02				22.91						40.00		284.00	41.70	8.20	38.81	25.58					1,705.25	2,946.27
Cass				45.39				176.69		873.45	110.70				193.20			1,187.50			25.91		2.83			50.10					2.75		102.80	8.73	12.13	102.80	52.81					10,568.00	13,525.48
Castellar				179.60				35.98		420.32	8.40				198.17		1.14		1,112.50			21.41	1.95			56.10					1.28		132.13	410.10	30.23	132.13	20.02					9,240.25	12,210.69
Central				120.32				17.80		505.77					3.20			1,017.50			22.75	8.63			30.20					2.75		172.49	60	38.24	138.35	35.50					8,316.50	10,730.69	
Central Park				46.37				9.84					250.80		1.20	90.00		600.00			24.53	1.25			44.30					1.38		290.57	7.30	7.00	58.12	38.13		3,400.38					5,179.17
Clifton Hill				80.37				11.92					293.61		3.20	90.00		440.74			23.50				23.74					1.38		45.93	511.50		3,132.25							5,561.73	
Columbian				118.63				74.74					377.53		4.80			791.00			18.06				18.30					1.38		318.71	60.30	38.15	107.50	33.32					5,218.75	7,288.57	
Comenitus				11.60				30.92					563.20		2.80			1,065.30			31.79	2.83			46.87					1.37		161.21	1.05	2.90	119.74	29.79					8,296.13	10,480.91	
Druid Hill				11.36									64.37		3.0	10.00		390.00							17.35					1.37		60.87	14.15		7.93	4.16					1,386.25	1,045.01	
Dupont				42.50				6.65					211.90		38.28	19.48		510.50			12.07	1.35			5.00					1.37		119.70	16.81		10.03	10.80					2,192.38	3,273.00	
Farman				26.88				30.45					462.81		1.30	1.36		1,017.50			153.21	2.00			30.20					1.37		438.02			107.25	40.82					8,405.25	10,831.83	
Forest				60.10				8.44					294.37		6.20	57.00		600.00			23.65				18.30					1.38		90.58	53.14	3.70	41.48	23.73					3,238.50	4,522.83	
Franklin				65.70				40.12					508.49		1.60			910.00			12.01	1.37			32.26					1.37		125.58	106.98	30.10	100.47	22.00					6,118.13	8,518.54	
Gibson				18.43				2.95					69.17		2.40	19.00		270.00			19.83				9.15					1.37		2.05	5.01		5.70	4.98					750.00	1,167.93	
Kellom				327.28				26.11					1,125.63		4.85	2.88		1,302.50			37.06	6.02			32.12				1.38		190.35	70.99	45.09	127.64	50.25					12,210.50			15,558.43
Lake				247.91				46.00					574.52		9.15	56.06		1,392.50			30.93				51.90				1.37		299.00	48.25	73.00	189.01	65.23					12,267.00	15,271.00		
Leavenworth				33.96				61.73					415.48		4.00	1.14		942.50			16.07				187.40				2.75		23.30	267.18	15.75	61.15	30.30					5,757.76	7,912.03		
Lincoln				192.63				40.64					395.33		7.05	8.80		902.00			37.44				124.37				1.37		214.37	20.74	11.63	71.51	24.20					6,320.63	8,227.80		
Long				83.31				23.01					702.04		3.16		57	1,647.50			37.68				6.80				1.38		245.85	2,377.38	251.88	164.17	65.27					11,788.50	17,820.97		
Lothrop				90.72				31.37					637.61		8.50	3.80	19.00	1,017.50			26.18				72.70				2.15		183.88	257.15	78.42	137.00	63.17					7,982.25	10,622.39		
Mason				171.05				21.02					460.75		4.50	30.02	2.06	34.60			26.30				397.80				1.38		105.91	45.66	32.35	105.91	41.20					10,431.65	13,694.38		
Monmouth Park				29.28				2.29					19.00		1.00			17.35			18.30				17.35				1.37		8.15	30.00					8.15				3,001.16		
Omaha View				82.00				11.40					305.42		8.50	1.03		910.00			1.37				26.25				1.37		277.23	18.83	60.60	93.27	21.13					8,190.12	10,424.44		
Pacific				178.75				26.63					805.88		11.70	278.60		1,141.50			27.60				32.14		1.75		1.38		308.78	11.75	2.75	111.24	53.10					9,030.13			12,924.44
Park				201.77				49.12					483.97		23.75	2.80	1.38	1,095.00			20.32				60				1.37		110.17	61.10	2.50	104.11	36.20					8,854.12	11,124.98		
Saratoga				142.39				44.13					400.13		17.90	117.37	10.00	1,030.50			17.70				37.50				1.38		171.70	63.63	10.90	150.06	20.40					7,039.55	10,731.13		
Saunders				89.55				26.83					363.20		20.85	4.05		757.00			35.55				33.30				1.38		99.89	10.00		53.20	27.38					4,137.50	5,685.60		
Sherman				77.84				3.75					107.07		1.80	38.00		480.00							1.80				1.38		90.14	1.80		24.80	0.34					2,358.75	3,211.49		
Traut				159.20				18.68					407.85		4.80	3.20		1,000.00			21.65		1.35		30.20				1.37		91.71	37.65	4.25	71.00	30.81					6,212.88	8,156.20		
Vinton				79.25				18.74					348.53		7.20	6.10	49.00	737.00			20.40		2.70			19.91																	

## RECAPITULATION.

Cash in Treasury, July 1, 1902.....	\$170,848.28	
Received during the year.....	541,157.66	
Warrants outstanding July 1, 1902.....		\$241,360.59
Warrants issued during the year .....		521,784 11
Total .....	\$712,005.94	\$763,144.70
Deficit July 1, 1903.....	51,138.76	
	763 144.70	763,144.70

## WARRANT AND CASH ACCOUNT.

General Fund Warrants outstanding July 1, 1903.....	\$212,387.28
Cash in Treasury, July 1, 1903.....	161,248.52
Deficit July 1, 1903.....	\$51,138.76

## DISBURSEMENTS BY DEPARTMENTS AND SCHOOLS.

Board of Education .....	\$6,245.09
Secretary's Department .....	3,137.61
Superintendent of Instruction's Department .....	5,024.87
Superintendent of Buildings' Department .....	2,533.11
Attorney's Department .....	713.25
Truant Officer's Department .....	562.98
Store .....	1,352.96
Custodian—Stock on hand July 1, 1903 .....	5,744.12
Shop—Stock on hand July 1, 1903 .....	1,579.41
Census Enumeration .....	916.77
Examining Committee .....	150.00
Interest and Exchange .....	51,176.60
Insurance Fund .....	1,000.00
Bond Redemption Account .....	47,500.00
High School .....	78,610.73
Bancroft .....	6,749.42
Beals .....	2,946.27
Cass .....	13,525.48
Castellar .....	12,210.69
Central .....	10,730.69
Central Park .....	5,179.17
Clifton Hill .....	5,594.73
Columbian .....	7,288.57
Comenius .....	10,480.94
Druid Hill .....	1,945.04
Dupont .....	3,273.90
Farnam .....	10,851.83
Forest .....	4,522.83
Franklin .....	8,518.54
Gibson .....	1,167.93
Kellom .....	15,558.43
Lake .....	15,271.90
Leavenworth .....	7,912.03
Lincoln .....	8,237.89
Long .....	17,629.97
Lothrop .....	10,622.33
Mason .....	13,098.38
Monmouth Park .....	3,004.16
Omaha View .....	8,180.12
Pacific .....	12,024.44
Park .....	11,124.98
Saratoga .....	10,733.13
Saunders .....	5,685.60
Sherman .....	3,241.49
Train .....	8,136.20



Vinton.....	5,702.87
Walnut Hill .....	8,923.56
Webster .....	10,732.47
Windsor .....	5,839.58
Manual Training.....	3,038.97
Special Teachers.....	2,632.00
Kindergarten Teachers.....	29,481.49
Night Schools.....	2,021.80
New High Building .....	235.60
<hr/>	
Total value of all services, stock remaining on hand and distributed during the year .....	\$530,302.92
Taken from stock on hand and books received in ex- change not paid for this year.....	8,518.81
<hr/>	
Money expended this year.....	\$521,784.11

TABLE I.—A COMPARATIVE STATEMENT OF GENERAL FUND RESOURCES.

	1897-98	1898-99	1899-1900	1900-1901	1901-1902	1902-1903
Balance on hand at beginning of the year	\$32,507.16	\$7,987.41	\$12,556.10	\$65,136.65	\$88,828.28	\$170,848.28
Received from Taxation .....	108,424.70	108,116.20	176,636.92	202,624.61	229,467.30	234,423.23
“ Police court fines .....	6,086.25	8,120.00	405.00	2,376.25	2,286.00	3,716.50
“ Liquor licenses .....	253,000.00	234,000.00	249,000.00	231,000.00	233,000.00	241,000.00
“ Other licenses .....	16,201.42	15,899.59	11,667.20	11,839.30	10,954.80	11,607.50
“ State apportionment .....	51,136.31	51,090.07	43,566.18	46,879.98	43,775.57	41,612.60
“ Sale and destruction of property .....	173.61	115.98	703.10	127.09	469.39	351.89
“ Interest on funds .....	585.01	544.94	3,672.98	3,070.16	1,668.94	1,839.30
“ Miscellaneous sources .....	3,321.75	949.48	11,693.92	1,992.26	8,666.86	3,671.63
“ Sale High School supplies .....	.....	.....	.....	515.00	831.09	854.11
“ Insurance on Beals School .....	.....	.....	.....	.....	.....	2,080.90
Totals .....	\$471,436.21	\$426,823.67	\$509,901.40	\$565,561.30	\$614,948.23	\$712,005.94

# SECRETARY'S REPORT.

19

	1897-98	1898-99	1899-1900	1900-1901	1901-1902	1902-1903
For Advertising.....	\$367.00	\$211.90	\$496.00	\$228.00	85.89	51.50
“ Architect's services.....	.....	.....	.....	.....	3,403.18	418.60
“ Books.....	7,457.93	10,871.90	9,354.40	6,287.09	9,092.50	6,330.74
“ Cartage.....	1,174.77	1,608.55	1,810.37	656.97	236.35	250.73
“ Construction.....	11,771.33	.....	9,370.28	6,430.46	3,933.91	3,660.00
“ Election expenses.....	1,650.45	2,003.00	1,876.50	2,747.50	2,089.41	2,526.54
“ Fuel.....	11,886.81	13,636.12	14,693.72	14,747.40	16,167.79	17,299.72
“ Furniture and Fixtures.....	4,159.89	1,985.00	2,960.38	3,307.40	492.27	3,155.27
“ Improvements.....	4,788.56	3,199.83	9,595.48	9,639.53	8,938.48	5,675.43
“ Insurance.....	.....	103.00	2,558.25	1,690.20	100.00	2,073.00
“ Insurance fund.....	.....	97.51	.....	.....	1,000.00	1,000.00
“ Interest and exchange.....	33,330.98	32,303.70	43,771.06	44,475.99	48,199.81	51,176.60
“ Janitors.....	27,165.75	32,656.87	28,326.25	30,023.35	32,619.67	35,311.30
“ Legal expenses.....	10.95	13.15	17.70	11.15	235.20	213.25
“ Light and fuel gas.....	509.88	586.43	775.79	717.67	688.12	796.14
“ Officers and clerks.....	11,211.50	*13,037.16	†10,898.82	11,225.02	11,330.00	11,896.64
“ Printing.....	1,136.17	1,279.52	1,219.25	1,905.01	1,746.35	1,525.28
“ Rent of grounds and buildings.....	656.58	1,511.59	1,469.00	63.34	107.75	453.50
“ Repairs (general).....	30,243.72	27,356.79	27,107.04	8,680.05	10,241.35	8,504.60
“ Repairs to heating.....	1,904.53	3,605.18	4,908.12	1,734.84	1,274.75	5,319.11
“ Repairs to plumbing.....	774.52	1,573.52	1,763.56	1,288.89	695.82	1,191.32
“ School sites.....	14,626.15	9,000.00	5,685.00	4,250.00	6,500.00	800.00
“ Special taxes.....	165.21	3,607.10	.....	.....	.....	.....
“ Stationery.....	3,897.68	3,595.21	4,317.41	6,849.70	3,915.62	3,957.43
“ Miscellaneous supplies, including music, drawing and kindergarten.....	6,917.16	5,042.90	5,970.79	6,561.87	5,777.13	6,325.13
“ Taking census.....	904.02	1,966.95	.....	927.89	904.50	916.77
“ Teachers' salaries.....	245,336.10	259,071.10	272,289.12	291,988.43	295,521.34	299,994.03
“ Telephones.....	216.90	248.70	295.20	308.12	295.61	294.00
“ Miscellaneous.....	2,062.13	4,658.59	7,015.65	3,710.81	9,520.97	2,174.94
“ Bond redemption fund.....	.....	18,000.00	.....	20,000.00	72,613.42	47,500.00
“ Trans-Mississippi exhibit.....	.....	1,336.64	60.00	.....	.....	.....
“ Military Supplies.....	351.06	.....	.....	.....	.....	992.49
Totals.....	\$424,678.03	\$454,167.91	\$468,505.14	\$479,451.68	\$547,720.79	\$521,784.11

\*For 13 mos. †For 11 mos.



## HIGH SCHOOL BUILDING FUND.

Balance in Fund July 1, 1902.....	\$5,670.24
Warrants issued during the year .....	4,061.16
Balance in Fund July 1, 1903.....	<u>\$1,609.08</u>

## BOND REDEMPTION FUND.

Value of Fund July 1, 1903 .....	\$161,262.42
----------------------------------	--------------

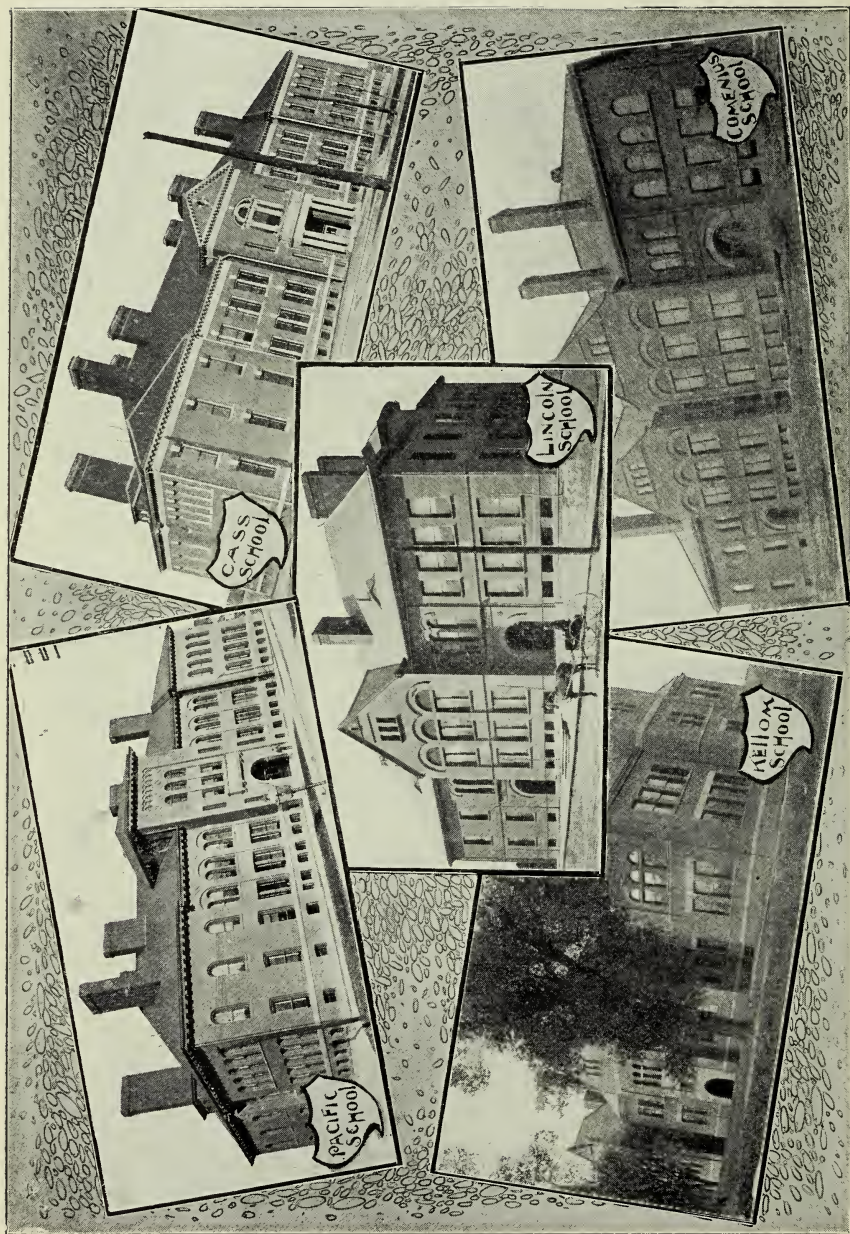
## INSURANCE FUND.

Value of Fund July 1, 1903.....	\$8,707.81
---------------------------------	------------

Respectfully submitted,

J. F. BURGESS, Secretary.





CASS  
COMENIUS

LINCOLN

PACIFIC  
KELLOM

# SUPERINTENDENT'S REPORT

OF THE

## School Receipts and Expenditures of the City of Omaha.

For the Year Ending June 30, 1903.

(FORM ADOPTED BY THE DEPARTMENT OF SUPERINTENDENCE OF  
THE NATIONAL EDUCATIONAL ASSOCIATION.)

- |  |                   |
|--|-------------------|
| 1. Estimated actual value of all property in the city<br>(or school district or corporation).....                          | \$ 105,856,575.00 |
| 2. Assessed valuation of all property in city (or<br>school district or corporation).....                                  | 105,856,575.00    |
| 3. Rate of school tax levied on each dollar of as-<br>sessed valuation of city (or school district or<br>corporation)..... | 2 3-10 mills      |

### RECEIPTS.

- |   |              |
|---|--------------|
| 4. Received from state apportionment or<br>taxes.....                   | \$ 41,612.60 |
| 5. Received from county apportionment<br>or taxes.....                  |              |
| 6. Received from city (or school district<br>or corporation) taxes..... | 234,423.23   |
| 7. †Received from fines, licenses, penalties,<br>etc.....               | 256,457.31   |
| 8. Received from all other sources except<br>loans and bond sales.....  | 9,875.34     |
| 9. Received from loans.....   |              |
| 10. Received from bond sales.....                                       |              |
| 11. Total receipts, all sources.....                                    | \$542,368.48 |

†Liquor licenses \$241,000; other sources named \$15,457.31.

## EXPENDITURES.

12.	Paid for salaries of teachers and super- visors.....	\$ 299,994.03	
13.	Paid for other current ex- penses, excluding interest:		
	Salaries of officers.....	\$ 11,896.64	
	Janitors.....	35,311.30	
	Fuel and lights.....	18,095.86	
	Text books, including copy and drawing books.....	8,135.44	
	Stationery.....	3,957.43	
	Other supplies for schools.....	5,512.92	
	Ordinary repairs to buildings, etc.....	8,504.60	
	All other current ex- penses.....	10,479.51	
		<u>101,893.70</u>	\$401,887.73
14.	Paid for sites.....	\$ 800.00	
15.	Paid for additions and new buildings..	8,139.76	
16.	Paid for permanent furnishings and furniture .....	3,155.27	
17.	Paid for permanent equipment for man- ual training, science laboratories, etc.		
18.	Paid for reference and library books...		
19.	Paid for all other permanent improve- ments, such as grading, paving, etc.	12,185.91	
20.	Paid for interest and premium on bonds Interest.....	51,176.60	
		<u>75,457.54</u>	\$75,457.54
21.	Paid on principal of loans.....		
22.	Paid on principal of bonded debt.....		
23.	Total paid out, all purposes.....	\$ 477,345.27	
24.	Cash on hand at beginning of year.....	293,402.42	
25.	Cash on hand at beginning of year in fund for sites and buildings. (Included in 24.).....	5,670.24	
26.	Cash on hand at beginning of year in sinking fund. (Included in 24.).....	109,622.15	
27.	Warrants outstanding beginning of year.....	241,360.59	
28.	Cash on hand at end of year.....	329,452.32	
29.	Cash on hand at end of year in fund for sites and buildings. (Included in 28.).....	1,609.08	
30.	Cash on hand at end of year in sinking fund. (In- cluded in 28.).....	158,175.75	



---

31. Warrants outstanding at end of year.....	\$212,387.28
32. Paid current expenses, evening schools. (Included in 12 and 13.).....	2,021.80
33. Paid current expenses, teachers' training schools. (Included in 12 and 13.).....	
34. Paid current expenses, schools for defectives or other special schools. (Included in 12 and 13. Specify different schools.).....	
35. Bonded school debt of city (or school district or corporation) at end of year.....	875,000
36. Population of city (estimated at date)..... (Census of 1900, 102,555.)	125,000
37. Persons of school age, over 5 and not over 21 years in city (or school district or corporation.).....	30,873
38. Number pupils enrolled, all schools.....	19,107
39. Average number in daily membership, all schools.	15,556
40. Average number in daily attendance, all schools..	14,705
41. *Average number in daily attendance, night schools. (Included in 40.).....	58
42. Average number in daily attendance, teachers' training schools. (Included in 40.).....	
43. Average number in daily attendance, schools for defectives or other special schools. (Included in 40. Specify different schools.).....	
44. Annual cost of education per pupil. (Sum of Nos. 12 and 13 divided by No. 40.).....	\$27.32

---

\*[This number, 58, is obtained by dividing total number days attendance in night schools by 188, the number of days regular schools were in session. The actual average daily attendance in night schools for the time they were in session was 111.]





# REPORT OF THE SUPERINTENDENT OF INSTRUCTION.

TO THE HONORABLE BOARD OF EDUCATION, SCHOOL DISTRICT OF  
OMAHA.

Gentlemen:—I have the honor to submit to you the twenty-sixth annual report of the schools under your charge. The report is for the school year ending June 30, 1903.

## STATISTICS.

Population of the city (estimated).....	125,000
(Census of 1900, 102,555.)	
Population of school age (5 to 21 years).....	30,873
Population subject to compulsory attendance law (7 to 14 years) .....	14,892
Enrollment of pupils 7 to 14 years.....	10,487

### Enrollment:

In high school (grades 9, 10, 11, 12).....	1,639
In grammar grades (5, 6, 7, 8).....	6,262
In primary grades (1, 2, 3, 4) .....	8,863
In kindergartens .....	1,970
In night schools .....	373
Total .....	19,107

### Average number belonging :

In high school.....	1,361
In grammar and primary grades.....	12,806
In kindergartens .....	1,317
In night schools (* 138) .....	72
Total .....	15,556

## Average daily attendance :

In high school.....	1,300
In grammar and primary grades.....	12,159
In kindergartens .....	1,188
In night schools (* 111) .....	58
Total .....	14,705

Number of withdrawals during the year.....	3,870
Number remaining June 19, 1903.....	15,237
White pupils enrolled.....	18,616
Colored.....	491

## Number of teachers :

In high school.....	50
In grammar and primary grades.....	313
In kindergartens.....	51
In night schools (* 7) .....	3
Special teachers (supervisors) .....	3
Total.....	420

## Number of pupils per teacher :

On enrollment .....	45.8
In high school .....	32.7
In grammar and primary grades .....	48.3
In kindergartens .....	38.6
In night schools.....	53.2

On average number belonging .....	37.3
In high school .....	27.2
In grammar and primary grades .....	40.9
In kindergartens .....	25.8
In night schools .....	24

On average daily attendance.....	35.2
In high school .....	26
In grammar and primary grades .....	38.3
In kindergartens .....	23.3
In night schools.....	19.3

Decrease in total enrollment.....	597
Decrease in total average number belonging.....	152

Decrease in total average daily attendance .....	158
Increase in total number of teachers.....	2
Increase in high school .....	3
Increase in grammar and primary grades. ....	3
Decrease in kindergartens.....	3
Decrease in night schools .....	1

---

\*In the figures for night schools, the enrollment given, 373, is the actual number enrolled. In getting the average number belonging, the average daily attendance and number of teachers, the total number of days membership, attendance, or teaching was divided by 188, the number of days the day schools were in session. This was done so that the figures for the night schools might properly be combined with the figures for the day schools and a true total obtained. During the time the night schools were in session, the actual figures, as indicated in parenthesis opposite each item, were : Average number belonging, 138; average daily attendance, 111; average number of teachers employed, 7.

---

The figures concerning enrollment and attendance show a falling off since the report of one year ago. Enrollment decreased 597; average number belonging decreased 152; average daily attendance decreased 158.

The diminished attendance was most noticeable during the early part of the school year. The bi-weekly membership reports for this period sometimes showed the same as a year before; at other times they showed 200 to 400, and once or twice as much as 700 less than the reports for the corresponding dates of the previous year. As the year progressed the membership began to recover the lost numbers, and toward its close showed an increase over the previous year of 100, 200, 400 and up to 500. This tendency to increase during the year is illustrated, too, by the number remaining at the close of the schools on June 19, which was only 25 less than the year before.

Decreased enrollment in the night schools is responsible for about 150 of the total decrease, the enrollment in them for the year just closed being 373, as against 527 for the preceding year. The falling off here is due to the fact that during the past year only two night schools were carried on, one at Comenius, the other at Kellom, while the year before, in addition to these two, schools were also conducted at Leavenworth and Dupont. The attendance at the night schools is always to a considerable extent local, and the closing of the two schools

mentioned diminished by probably more than 150 the number who would otherwise have enrolled in the night schools.

#### COST OF EDUCATION.

The "cost of education"—that is, the current cost for the school year to educate each child in average daily attendance—was \$27.32; for the preceding year it was \$26.58. These figures are based upon the form of financial report adopted by the Department of Superintendence of the National Educational Association. They show an increased cost of 74 cents, an increase of about 2.8 per cent on the cost for the previous year.

The items of expense which show an increase over the preceding year are: Teachers, \$4,473; janitors, \$2,691; fuel, \$1,239; miscellaneous supplies, \$2,545; other current expenses, \$2,613.

The items of expense which show a decrease are: Text-books, \$3,867; ordinary repairs to buildings, etc., \$3,707.

The largest actual increase was in the amount paid to teachers. This was \$4,473 more than the amount for the preceding year, which was \$295,521. The largest proportional increase was in the amount paid janitors; this was \$2,691 more than the amount for the previous year, which was \$32,620.

The increase of \$1,239 in the cost of fuel is easily accounted for by the conditions surrounding the coal market last winter. The amounts paid for text-books, ordinary repairs, miscellaneous supplies, and "other current expenses" are not constant, but fluctuate from year to year.

The increased cost per pupil shown is 74 cents. About two thirds of this is due to increases in sums paid out; about one third of it is due to the fact that the number of children in average daily attendance was slightly smaller. This gives a slightly smaller divisor to be used in finding the total current cost of education, and of course this produces a slightly larger quotient, which is the "cost of education." It will be readily understood that preparations for any year must be based in a general way on the attendance for the preceding year. If the attendance should prove larger, extra "plant" and teachers are easily provided; but if the attendance should prove smaller, the "plant" and teachers already provided are not easily dispensed

with. And a decreased attendance, even if the decrease is not large, with the same expenditure, makes the cost per pupil greater.

During the year just closed an attempt was made under these conditions to reduce expenses, and the superintendent of instruction, after consultation with the proper committees, closed several rooms in different parts of the city and dispensed with the services of the teachers. This action, however, roused such vigorous protests from the patrons of most of the schools in which rooms had been closed, that, after ascertaining the views of these patrons, who pay at least their portion of the cost of maintaining the schools, it was thought best to re-open most of the rooms previously closed. It was very evident that the patrons were far more interested that their children should enjoy the best possible advantages at school, than that the amount of money which could be saved in this way should be subtracted from the sum total of school expenditures.

Comparisons are often instructive, and a comparison of the expenditures for school purposes in Omaha with those of some other cities may be interesting. Four cities of approximately the same size have been selected for comparison; two of them because they used the same form of financial report as Omaha; the two others because they gave in their annual reports sufficiently detailed information so that the facts necessary for the comparison could be obtained. One of these cities is on the eastern, another on the western edge of what is known as the "middle west;" one of them is in the far west, one well toward the extreme east. Two of them have each about the same population as Omaha; one has about twenty thousand people less, one about twenty thousand more. In this comparison the cities will be designated as "A," "B," "C" and "D;" "A" representing the largest of the cities, and so on to "D," which represents the smallest of the four. The figures are in each case from the last printed report available.

City A expended for the year \$305,528 for teachers and supervisors—\$20.25 for each pupil in daily attendance; City B expended \$340,639 for teachers and supervisors—\$21.22 for each pupil in daily attendance; City C expended \$389,344 for teachers, etc.—\$24.63 for each pupil; City D expended \$281,-



420 for teachers, etc.—\$27.88 for each pupil; Omaha expended \$295,521 for teachers and supervisors—\$19.88 for each pupil.

For janitors the several cities paid as follows: A, \$39,575—\$2.62 per pupil; B, \$25,368—\$1.55 per pupil; C, \$27,560—\$1.74 per pupil; D, \$22,237—\$2.20 per pupil; Omaha, \$32,620—\$2.19 per pupil.

For fuel the five cities paid: A, which is adjacent to coal mines, \$9,553—\$0.63 per pupil; B, which has a more severe climate than Omaha, \$21,894—\$1.36 per pupil; C, which has a very mild climate, \$4,909—\$0.31 per pupil; D, \$10,187—\$1.01 per pupil; Omaha, \$16,856—\$1.13 per pupil.

For books the cities paid: A, nothing—pupils buy their own books; B, \$9,988—\$0.62 per pupil; C, \$1,711—\$0.11 per pupil, evidently supplied to indigent pupils only; D, \$4,561—\$0.45 per pupil, probably supplied only to part of the pupils; Omaha, \$11,317—\$0.76 per pupil, books supplied to all pupils, as per requirement of state law.

Adding to the items of expense already enumerated all other current expenses, these five cities expended as follows: A, \$399,165—\$25.98 per pupil in average daily attendance; B, \$406,190—\$25.30 per pupil; C, \$495,612—\$31.34 per pupil; D, \$386,104—\$38.25 per pupil; Omaha, \$395,192—\$26.58 per pupil.

#### NIGHT SCHOOLS.

These schools were carried on last year as during the previous year, but, instead of four buildings, only two were used for the sessions. This fact decreased considerably the number of pupils enrolled, for convenience of access has much to do with the number of pupils who attend. It is probable that in the future the choice will lie between two policies: the one, to have only a few of these schools near the business center of the city, and to secure such attendance as can be had there; the other, to open night schools in many different buildings, and thus secure the attendance of a much greater number of pupils. The latter plan would of course entail much the greater expense.

The enrollment, average daily membership, and average daily attendance per teacher were all greater than for the previous year, being respectively 53.2, 24 and 19.3, as compared



with 44, 20 and 15.5 for the year preceding. This plainly shows economy in conducting these schools.

#### TRUANT OFFICER.

In October, 1902, the Board of Education employed a truant officer, Mr. Will Parker, who worked from November during the remainder of the school year.

The selection was a fortunate one. Mr. Parker had been connected with the schools for a number of years as principal of one of the smaller buildings, and was thoroughly familiar with all the workings of the schools. He showed great zeal and industry in the discharge of his duties. At one time he was at the home of some truant child by six or half-past six in the morning, to catch the father before he had left for his work, or the boy before he had slipped away for his day's loafing. Again he was making a call at eight or nine o'clock in the evening, to find some hard-working father or mother and devise plans for keeping a troublesome youngster at school. He seemed to know the "hang out" of every set of truant boys, along the railroad yards, on the sunny side of high banks, in alleys and in little candy and tobacco shops.

Without any arrest or prosecution of parents, and without any complaints filed in court against children for incorrigibility or misdemeanors, he succeeded in getting into the schools, at a moderate calculation, some two or three hundred children who had before been upon the streets or at work when they ought to have been in school. His report shows that during the eight months he was employed he looked up about sixteen hundred cases of truant or non-attending children.

The testimony of principals and teachers is uniform as to the help given to them in many trying cases, and the good service rendered to the schools by the truant officer. In a large number of instances children who were not in school through lack of the necessary clothing were supplied by the help of teachers and pupils in the different schools, and so enabled to attend. Employment was found for many children who were above the legal school age and whose families needed their help.

Nearly one thousand notices showing the laws relative to the sale of tobacco and cigarettes to children were posted by

the truant officer in public places and in the shops about the city where tobacco is sold. In a number of cases dealers near school houses, who had been selling tobacco to the school children, were induced to discontinue the practice.

• Considering that since November the schools have had a truant officer for the first time, and that plans for carrying on the work had all to be made new, and the best method of doing things had to be learned, the results appear to be very satisfactory. With the experience gained thus far, and with the amendments passed by the last legislature to strengthen and make more easily enforceable the compulsory school attendance law, there is every reason to anticipate that next year's record will show a marked advance.

#### TEACHERS' LECTURE COURSE.

In the spring of 1902, near the close of the school year 1901-02, the question as to whether a teachers' lecture course should be conducted the next season, as had been done for the three seasons preceding, was submitted to the teachers at a general meeting. Their decision was in the negative, and no preparations were made for such a course during the school year 1902-03. In September, 1902, however, a representative of the University of Chicago visited Omaha and met the teachers. He told them about a course of University extension lectures which had already been arranged to be given before the teachers of five of the large cities in this region. An opportunity was offered the Omaha teachers to enter this circuit, and, as the sixth city, complete it. After listening to the proposition, the teachers voted almost unanimously to accept it.

A committee consisting of principals A. H. Waterhouse of the High School, Margaret McCarthy of Pacific School, and Sarah McCheane of Long School, was selected to have charge of the local arrangements for this course; and Principal Martha Powell, of Walnut Hill School, was chosen as local secretary to have charge of the correspondence with the University. The lectures were given in the First Congregational Church during the closing months of 1902. The church will seat 700 or 800 persons. At most of the lectures it was comfortably filled,

while on one or two occasions it was taxed to the limit of its capacity.

The course was to consist of twelve lectures, but only eleven were given; a railway accident prevented one of the lecturers from reaching the city. The eleven lectures given and the lecturers were as follows:

1. "The Social Questions of Today," Ira W. Howerth, Ph. D., University of Chicago.

2. "The Economic Foundations of Society," Wm. A. Scott, Ph. D., University of Wisconsin.

3. "Elements of the Social Ideal," Ira W. Howerth, Ph. D., University of Chicago.

4. "The Problems of Taxation," Edw. A. Ross, Ph. D., University of Nebraska.

5. "Social Waste," Ira W. Howerth, Ph. D., University of Chicago.

6. "The Industrial Revolution in Its Social Aspect," Isaac A. Loos, Ph. D., University of Iowa.

7. "Wealth and Want," Ira W. Howerth, Ph. D., University of Chicago.

8. "Social Results of Charitable Effort," Miss Jane Addams, Hull House, Chicago.

9. "Competition and Co-operation," Ira W. Howerth, Ph. D., University of Chicago.

10. "Social Evolution, Conscious and Unconscious," Ira W. Howerth, Ph. D., University of Chicago.

11. "The New Social Method," George E. Vincent, Ph. D., University of Chicago.

#### SPECIAL SCHOOLS.

With a better enforcement of the compulsory attendance law, such as we have had for the last half year, the question of special schools for truant and troublesome pupils is again forcibly presented to our attention.

Those boys, and a few girls, who have been habitually truant, or have left school because they were unwilling to comply with its requirements for respectful courtesy, obedience and industry, are brought back into the school room. A goodly number of these children, when they are required to attend

regularly, fall at once into good habits and conform to the usual ways and requirements of the school. They conduct themselves properly and get their lessons as well as they can, which, in many instances, is well enough. A considerable number, however, owing to irregular attendance, are, in their studies, far behind children of their age and general ability; or they may be well up in one or two studies and behind in others. A considerable number are disagreeable in their personal habits or behavior, and are offensive to the well disposed and well behaved children of the school; or they are violent and uncontrolled, or idle and sulky. These, and other special cases, take up altogether more than their fair share of the teacher's time and attention and deprive the other pupils of time and attention to which those well behaved pupils are entitled.

For this limited number of special cases a plan followed in some other cities is worthy of consideration. This plan is to provide special schools, one or two, or more, as may be found necessary, which these special cases, troublesome in one way or another, are required to attend, at least temporarily. These special schools are put in charge of strong teachers of special ability and skill in dealing with the class of pupils who are to be in their charge. If a boy is able to do sixth grade work in arithmetic, but reads and spells like a third grade boy, he can, in such a school, be coached on his weak points until he is able to go back to the school where he regularly belongs, with his work well evened up and fit to enter the regular class; or, if a boy's language or conduct on the playground, or his personal habits, or his conduct in the school room are such that he is an unfit associate for well disposed children, he may attend the special school where the specially qualified teacher can train him until such time as he has acquired the habits of tidiness and courtesy and self control and industry which fit him to become again a member of his home school.

The pupils brought in by the improved compulsory attendance law have so far all been cared for, and, if no relief is offered, will be cared for in the future; but the attendance of some of them has been a severe, and, it seems, a not strictly necessary tax upon the time and forbearance of both teachers and pupils. I wish respectfully to suggest to the careful con-

sideration of the members of the Board of Education the propriety of establishing one or more of these special schools.

#### MANUAL TRAINING IN THE HIGH SCHOOL.

The high school has for many years offered a short course in manual training, the work extending through two years. This course has always been a very popular one; many more boys have wished each year to take it than, on account of the limited space and equipment available for the classes, could be accommodated. Parents in all occupations and walks of life, from the mechanic to the bank president, have wished their boys to have manual training; while boys planning for a wide range of future employments—mechanical or civil engineering, law, medicine, dentistry, farming, commerce in its various branches—have sought entrance to the manual training course. It seems that hand work—using the hands to make things—appeals to the average growing boy. It would, no doubt, if opportunity offered, appeal with equal force to the average girl. This phase of manual training is an important one, and the opportunity to gratify this creative instinct—this normal and proper wish to be able to fashion things with the hands—to bring things to pass—make them come out and come out just right—has without question been the means of keeping in school many boys who otherwise would have lost interest in school work and left school with much less effective educational equipment than they now have. Probably in this way alone the manual training in the high school has much more than justified its cost.

But this work has other practical value. It has, for one thing, a tendency to teach that work with the hands is honorable and creditable; that the man whose hands are skillful to fashion useful or beautiful things is as valuable to the community and as much entitled to its respect as the man who is skillful to fashion phrases which may be printed in a newspaper or spoken from the rostrum, or the man who sells laces over the counter, or who adds columns of figures in a ledger, or who sells farms or houses and lots. Through this work taken in the high school many boys have also an opportunity to learn that their strength lies in the direction of mechanical employments, and



this knowledge may lead them to become skilled and successful and contented artisans instead of dissatisfied, shabby lawyers, or harassed, unsuccessful merchants.

For still another reason it would be well if not only some boys, but every boy and every girl could have work in manual training, both before and after reaching the high school. It is known to physiologists that certain muscles and organs of the body are developed and strengthened by certain exercises. If, through the absence of these or equivalent exercises, those organs lack development and strength, the body as a whole lacks balance as well as general vigor and effectiveness. A man with weak back or feeble legs or undeveloped breathing capacity is never a very good all around man.

Physiologists know equally well that certain brain areas, certain groups of brain cells, certain nerve centers, preside over the activities of certain organs and certain muscles, and that certain nerves convey to these organs and muscles the commands of the mind when activity is required of them. If these organs and groups of muscles are not exercised and used, and through this exercise and use developed, the brain areas and nerve centers and fibres also fail of their proper development and do not reach their proper strength and power for usefulness. The brain and the nervous system with certain parts undeveloped lack in general balance and power, just as the body of the man lacks in balance and power when he has weak legs or back, or a narrow chest.

When people lived simpler lives under more natural conditions, both boys and girls, as they grew up, got this exercise—this training in the art of doing things with the hands, in judging how best to adapt means to ends, in self-reliance when met by emergencies—in a natural and incidental way. The boy cared for the domestic animals, he drove the team of oxen or horses, he planted and raised and gathered the crops, he made the hay, he cut the wood for fuel, he made and mended the sled or the ox-yoke or the harness or the granary. The girl helped her mother with the housekeeping and the cooking, with the spinning and weaving, with the cutting and making of the family garments, with the care of the fowls, with the management of the vegetable and flower gardens.

Boys and girls who live upon some farms still have some of these advantages, though the present day division of labor



has been carried so far, and the conditions even of our farm life have so changed, that upon our prairie farms and ranches the boys and girls lack many advantages which farm boys and girls once had. But in our modern town life the change has been appalling. Here the boy seldom helps his father about the shop or the store as boys once did; and the girl who grows up with any opportunity to become useful and skillful about the home is the exception rather than the rule. To the average town child the opportunity for manual training at school comes as a boon; and it is becoming apparent that the side of the pupil's nature which was once developed by the activities of the home must in most cases be developed in the town boy and girl, if at all, through opportunities offered in the public schools.

A portion of the foregoing is in substance repeated from a report made to you some years ago, but conditions at this time make it seem proper to refer to the matter again.

During the past year the need of better equipment and greater opportunity for manual training in the high school has been recognized. In addition to the room for bench work in wood and the one for lathe work in wood previously equipped, another room has been fitted up for bench and lathe work in wood and a room for mechanical drawing. These increased facilities have practically doubled the capacity of the manual training classes, and about twice as many boys can take up this work in September as have been able to do so in former years.

In addition to the foregoing, the Board of Education, in making the estimates last January for the fiscal year beginning July 1, 1903, included an estimated appropriation of \$3,500 for purchasing and installing the equipment for a forge room and a casting room. This additional equipment, when installed, will enable the work of the manual training classes to extend through three years instead of through only two, as heretofore. A considerable number of boys have completed the second year of this work, and are ready to take up that of the third year in September.

In this connection it may be proper to refer to another important step which has been ordered by the Board through a report of the Committee on Textbooks and Course of Study

adopted on November 17, 1902, recommending that a department of domestic science be opened in the high school with the beginning of the school year in September. An estimate of \$500 for the necessary equipment of a room for this purpose was also included in the estimates made last January for the fiscal year beginning July 1, 1903. The equipment required for this work is not elaborate, and if the necessary teacher is selected soon, the room can doubtless be ready for the use of classes by the time schools open in September or not long after. Many parents have desired for their daughters the opportunities which this course will offer. The Woman's Club of Omaha has manifested special interest in the matter, and its members will undoubtedly be especially gratified by this action of the Board.

#### THE NEED OF MORE SUPERVISION.

In 1888 the number of pupils in daily attendance in the Omaha public schools was 7,134, and the number of teachers employed was 217; for the school year ending with June, 1903, the average daily attendance of pupils was 14,705 and the number of teachers was 420. (Incidentally it might be noted that this gives 2.3 more pupils in average daily attendance per teacher in 1903 than in 1888, and shows in 1903 seven per cent greater economy per pupil for instruction than in 1888.)

Excluding from the figures for 1903 the number of pupils in average daily attendance in kindergartens—1,188—and the number of teachers employed in the kindergartens—51—for which in Omaha as in other cities, special supervision is employed, the figures stand: Average daily attendance, 13,517; number of teachers, 369. This is an increase of 6,343 in attendance, and of 172 in number of teachers. The increase in average daily attendance of pupils is 89 per cent; the increase in number of teachers required is 79 per cent. From this it may be seen that in 1903, excluding from the estimate the kindergartens for which, even if he wished to do so, he could not escape a share of responsibility and oversight, the superintendent of instruction is required to supervise and direct the work of 89 per cent more pupils and 79 per cent more teachers than was required of the superintendent in 1888. It would seem rather clear, if other conditions are equal, either that an unnecessary

amount of supervision was provided for the schools in 1888, or that in 1903 the schools have less supervision than is needed. It is not recorded, so far as can be learned, that any criticism of the Board's course in 1888 was indulged in by the press or by the public, or any claims set up by any one that an unnecessary amount of supervision was provided for the schools.

But another factor enters into this question. In the early days of the Omaha schools it was the custom, for many years, to employ no inexperienced teachers. Only those who had proved successful elsewhere were selected. If a teacher in a town elsewhere in Nebraska, or in Iowa, or in Illinois, or in Minnesota was so conspicuously successful as to attract general notice, the Board of Education of Omaha would offer the teacher more salary than she was getting and if possible induce her to accept a position here. Omaha girls who wished to teach at home had to go elsewhere to get experience and were not likely to be employed, even after doing that, unless they could show evidence of more than usual success. In this way few apprentices were taken into the schools; few except trained workmen, of approved skill were employed. Such a teaching force can get on and produce first-class results with far less direction and supervision than a force in which there are many apprentices.

The policy referred to continued until some time about the year 1892, when a change took place. Each year since a considerable number of teachers with little or no previous experience has been added to the teaching force. Sometimes these have been from a normal school with no actual experience in teaching; sometimes, though not often, without even normal training; sometimes they have come with a little experience in teaching, but so little or obtained in such schools and under such conditions as to be of little real value. Most of these young teachers have become in time successful and satisfactory members of the corps, but it has been necessary to teach them—to train them—to guide them until they could acquire the necessary degree of skill and certainty in performing their work.

The plan has resulted in making it possible for many Omaha girls to obtain positions in their home city much earlier than would have been possible under the former plan; it has also reduced, somewhat, the cost of the schools, for teachers begin-

ning thus without previous experience in graded schools receive at first a lower salary and do not reach the maximum salary for some years. It will readily be seen, however, that with such a number of apprentices entering the ranks of the teaching force the amount of direction and supervision necessary in order to maintain the standard of efficiency in the schools is greatly increased.

In the smaller schools the change in policy has been especially felt, for in these buildings the principal is required to have charge of a room, like any other teacher, and has really no time for inspection of the work of her subordinate teachers. To help these principals of smaller schools a plan has been in use for a year or more by which about once each month the principal of each large school, who is not required to teach, takes charge of a room for the day and sends the regular teacher of that room to one of the smaller schools. Here the teacher takes charge for that day of the room regularly taught by the principal, thus allowing the latter the day for the inspection and supervision of her subordinates. This plan has been only a make-shift, but it has been of some help in the smaller schools.

This plan of relief has served another purpose. Some five years ago a new plan of teaching little children to read was tried in a few of the schools. The plan was so successful that it was taken up in other schools and for the past two years has been used in all the public schools in the city. The experienced, skillful teachers secured excellent results, but a number of new teachers and those not so quick to master the new method were in need of some assistance. The principal of the Forest School was one of the first to use this method at the time it was introduced and to master its application to school-room use. She was, during the years when Omaha had a city training school, one of the most successful training teachers and especially fitted, by preparation and experience, to render the help needed in putting the primary reading on the desired basis.

This principal was asked by the superintendent to visit each of the primary schools, observe the work in reading, and where desirable advise with the teacher and the principal of the school as to how that work might be done in the most efficient manner. This she did, using for this purpose, for several weeks

during part of the fall and early winter, one day each week. The pupils in her room at Forest School were, on these days, taught by teachers sent in turn by principals of the larger schools on the plan described heretofore, no principal being asked to provide more than her proportional share of this relief. In this way the work was done without any additional cost in the management of the schools. This principal also met, after school, at the City Hall, on a certain day of the week for some weeks, such teachers as wished to advise and counsel with her about the primary reading. She was not, however, relieved of any of her regular duties, except during the hours when she was actually inspecting the reading work in the various primary rooms, nor was she freed from any of her responsibilities as teacher of a room in and principal of Forest School.

This plan, like the foregoing plan, is only a make-shift. It was of service and answered its purpose, though it did not relieve the superintendent of instruction from any of his usual duties, or from the necessity of visiting and inspecting the work of the primary schools; nor did it provide any more time for visiting and inspecting the work of other departments of the schools.

The most apparent need of the schools at this time is a supervisor of primary work. Such a supervisor could, under the direction of the Committee on Teachers and Examinations and the superintendent of instruction, take up the detail work of supervising the instruction and methods of management in the primary grades; she could meet the teachers of those grades for consultation and give such instruction as might be needed in methods of work; she could, in the case of inexperienced or inexpert teachers, do much toward their proper training, and so help in bringing them to satisfactory efficiency in a much shorter time than would otherwise be possible. If the Board of Education should appoint such a supervisor, I am confident that the results would in the next few years amply justify the action.

Such a plan would probably be attacked from certain quarters on account of its cost. Fifteen years ago, in 1888, the school district was paying \$3,600 per year for the supervision of 217 teachers and 7,134 pupils. This was a cost of \$16.59 for



the supervision of each teacher; a cost of 50.4 cents for the supervision of each pupil in attendance.

In 1902-03 the Board paid \$3,600 for the supervision of 420 teachers and 14,705 pupils. If kindergartens be excluded, the cost was \$3,600 for 369 teachers and 13,517 pupils. These latter figures show a cost for supervision of \$9.76 per teacher; a cost of 26.2 cents for the supervision of each pupil in average daily attendance. From this it appears that the Board paid, the past year, about 41 per cent less for supervision of each teacher,—about 48 per cent less for the supervision of each pupil than was paid in 1888.

If a supervisor of primary work should be added to the supervising force, at an expense the same as that for other supervisors, the cost for the supervision of the schools, excluding kindergartens, would be \$4,835 per year. This would make the expense, estimating the number of pupils and teachers the same as last year, \$13.10 for the supervision of each teacher in the schools—\$3.49 less than in 1888. The expense per pupil in attendance would be 35.7 cents—14.7 cents less than in 1888. The suggested plan would thus leave the cost of supervision about 20 per cent less for each teacher—about 29 per cent less for each pupil in attendance than in 1888.

The need for more supervision than is at present provided in Omaha is recognized in other cities, as is shown by the fact that Denver, St. Joseph, Mo., Kansas City, St. Paul, Los Angeles, Oakland, Cal., Grand Rapids, Mich., and other cities have, in addition to a superintendent, either one or two assistant superintendents, while Des Moines is divided into two school districts each with its superintendent. Newark, Cambridge, Mass., Providence, Minneapolis, New Haven, Louisville, Rochester, Jersey City, Seattle, Syracuse and others employ a superintendent, and in addition a supervisor of primary work. Some of them employ also a supervisor of grammar grade work.

I wish to thank the members of the Board of Education and my fellow officials for their cordial co-operation and the interest they have shown in the work of the schools for the year now closed. I wish also to express my appreciation of the cheerful loyalty to the schools and to the work to be done in them shown by the supervisors, principals and teachers.

Respectfully submitted.

CARROLL G. PEARSE,

Omaha, July 31, 1903.

Superintendent of Instruction.



## Report of Supervisor of Kindergartens.

---

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR:—I submit to you herewith a brief report of the kindergartens in the Omaha schools for the year, the work of which ended June 19, 1903.

The results for the year have been much more satisfactory in every way than during any previous year. There have been steady growth and improvement, increased interest on the part both of kindergartners and children, a feeling of closer relationships, and through this latter closer sympathy between teacher and pupils.

The kindergarten holds a place in the curriculum of the public schools because of its general educational value. It has grown to be a prominent feature of progressive educational work, and the public has come to accept it as a feature of popular education.

The kindergarten is not an educational fad, destined soon to die out. It is recognized as an important factor in child training, at a period when the child is too young for ordinary school education, but not too young for the formation of right habits and principles. It takes charge of the child at this age and seeks, through helpful amusements and suitable employment, to lay for him the foundations of industry, attention, self-reliance and creative skill. These habits, if well grounded, are never forgotten.

Manual training includes all processes which train the muscles and the mind to work in harmony. While the hand, the eye and the brain are growing is the time to train them in habits essential to their most perfect development. The hand should grow more dextrous, flexible and skillful, the eye should

become more keen and observant, while the mind should become better able to form correct percepts and concepts. All these powers should be cultivated during the period of growth.

The kindergarten prepares the child for the arts and trades by training the eye and hand to obey the will; and increases his adaptability and power to get information by requiring him to handle, divide and reconstruct the material used in the kindergarten.

The demand for efficient teachers is growing, and at the same time all kindergarten training schools require better preliminary preparation and higher standards of excellence than heretofore. Teachers must be familiar with the plan and phenomena of child development and the most enlightened methods of child culture. They must be able to call music and, so far as is practicable, literature, science and art to their aid.

There is also a growing demand that those who go into kindergarten work shall know, in theory at least, the work of the primary grades, and that the primary teachers should be familiar with the work and purpose of the kindergarten. Sympathy comes from mutual understanding. Proper and careful training does much; the truly successful kindergartner, however, must be fitted for her work, not only by education and training, but Nature must have done her part.

This June five young women were graduated as directors from the Kindergarten Normal Training School. The work of this school has been a success. Its aim is to train every student to be a true kindergartner, and at the same time to give to each that practical knowledge which will enable her to achieve success in any department of school work. As a part of the training it aims to open the eyes of all its students to the beauties of Nature, art and literature, to make plain their relation to every-day life and their proper place in a child's education.

The Supervisor represented the Omaha Public School Kindergartens at the International Kindergarten Union, which held its meetings in Pittsburg, Pa., April 14, 15, 16, last. A report of the addresses by prominent educators, the round table discussions, the social functions, and visits paid to the Pittsburg kindergartens, was given to the directors and paid assistants, who had assembled for that purpose. In this way they were

able to receive indirectly something of the broadening effect that contact with leading educators and kindergartens gives.

The Froebel Society believes that constant growth through reading and study is a condition of success in the work of every teacher. The study of psychology was taken up under the leadership of Mrs. Mary B. Newton, who had devoted much time to study in this special line of work. These meetings were well attended and much interest was shown in study. Each one realized that there must be some knowledge of psychology in order to understand in some degree the child's mind and its workings. The class used as a textbook "Psychologic Foundations of Education," by William T. Harris.

The lines of professional study are changed from year to year, and it is planned to do more in this direction than has yet been accomplished or undertaken.

Meetings of directors and assistants were held about once a month. They had for their object a discussion of the program. This served to unify and broaden their knowledge of it, and thus to increase their efficiency in carrying on the work included in it. The good effect of these meetings could be distinctly felt in the schools.

I wish to express my thanks to the members of the Board of Education and to the Superintendent of Instruction for counsel and for ready and effective support.

I also wish to thank the principals for their co-operation and the kindergartners for the admirable spirit shown by them in receiving suggestions and in carrying them out. Working thus in unity and mutual helpfulness, we shall be able to accomplish, year by year, better work in our kindergartens.

Respectfully submitted.

ORIETTA S. CHITTENDEN,  
Supervisor of Kindergartens.

Omaha, June 30, 1903.



## Report of Supervisor of Drawing.

---

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR:—Our work this year has taken a much more practical turn than ever before. Early in the year certain grades applied Japanese lantern studies to the decorations of invitations to a lawn party. At Thanksgiving time the pupils decorated menu cards for a Thanksgiving dinner. At Christmas time all grades made something in the way of a gift to take home. The higher grades carefully lettered a quotation with an illumined initial; the next grades decorated cards with an original arrangement of a snow scene; the lower grades constructed paper boxes, baskets, wall-pockets, etc., some of which were decorated with color. In April and May calendars were made by applying appropriate nature studies, figure sketches and landscapes in color. At the close of the year several of the eighth grades decorated their own programs for class day. These practical turns delighted the children more than anything we have before done.

Our May exhibit at the City Hall showed only a little of this kind of work, much of it, done in the first half of the year, having been taken home, while some of the spring work was done after the exhibit was sent in.

The exhibit was visited by many of the patrons, teachers and children of the city, and from them the work received some compliments and some good criticisms. There had been no general exhibit of the drawing since the Trans-Mississippi Exposition year, and, very naturally, every interested individual was eager to see how much we had grown in that time. The unanimous verdict was that it was by far the best work, and that it had been prepared with the least extra effort of any exhibit work ever sent in by the schools. Much of the work was selected from the regular, every-day lessons which had been given before the exhibit was mentioned.

The one phase of the exhibit which attracted the attention of the visitor more than any other was the free tearing and cutting of animals and pieces to illustrate stories, and the color work of the first and second grades. There is so much of prom-

ise in the work of these grades that one cannot help having a feeling of disappointment when he sees the work of the third, fourth and fifth grades. Other drawing supervisors have felt the same weakening of the work in these grades, and it has been accounted for in this way: The new teachers and some of those who have difficulty in discipline are usually placed in these grades, and this falling off in the drawing will never be remedied until all teachers are trained in the art of drawing as well as they are trained in the arts of reading and arithmetic. That a teacher works hard in giving a drawing lesson is of no consequence whatever unless her efforts are intelligently directed — unless she has a well defined purpose in every lesson. If the teacher lacks intelligence or skill in the subject, the child must be the loser for the time in which the teacher is getting her experience. All the teachers' meetings she can possibly attend cannot give her a good, firm grasp of the subject in less than two years' time.

This is the first year we have attempted the handling of color. We had a color class at the City Hall for about twenty-five weeks and between thirty and forty of the teachers attended this class; some others were familiar with color work before this, so that perhaps forty rooms managed the color very well. In a few other cases it was fairly well handled for a few lessons and in still others where it was attempted the results were more or less meager. There have been no colors supplied to us so that we have had the disadvantage of trying to use just what the children pleased to bring; this material has ranged all the way from the cheap penny crayons to the best water colors.

We hope that our efforts to make the most of whatever we could get may lead to the adoption of some one good color medium.

Early next year we are to have for one week a traveling exhibit which has been selected from the best work in the public schools all through the middle west.

Thanking the Board of Education, the Superintendent, the teachers and others for the kindly interest and co-operation in our recent exhibit and in the work of the year, I am

Very truly,

ALICE E. HITTE,

Supervisor of Drawing.

Omaha, June 30, 1903



## Report of Supervisor of Music.

---

MR. CARROLL G. PEARSE, Superintendent of Instruction:

DEAR SIR:—I submit a brief report of music in the Omaha public schools for the year the work of which ended June 19th, 1903.

That the pupils have manifested the deepest interest in this most beautiful study cannot be doubted, and music is certainly a most beneficial study for the mental, as it requires concentration and application, for the physical, as it requires correct position and deep breathing.

Three days per week are devoted to exercises in music readers, scale drill and sight reading drills on blackboard, two days per week are devoted to supplementary songs and no pupil earns the delightful recreation of beautiful songs unless he has been faithful to his exercises and blackboard drill. We hope to be able to inaugurate the plan of giving a composer's day once a term in each grade, beginning with Mozart in the third grade, Mendelssohn in the fourth, Handel in the fifth, Schubert in the sixth, Beethoven in the seventh, and Wagner in the eighth, and while it may not be practicable to sing music from each of these composers at the recitals, there can always be a paper written by a pupil on the composer selected for his grade. Once a term for these special composer's days would give us three recitals a year, and give many thousand children a new interest in the great tone poets and their beautiful compositions.

The music in the High School for the past year has not been an unqualified success as regards numbers, it being impossible to get many who wish the voice training from the fact that other matters take their time and attention after school; but the faithful few, supplemented by the "Orpheus Club", have done

nobly, and through their love for the best in music have succeeded in discouraging a tendency to "Rag-Time" that seemed inevitable for a short season in the High School.

In the High School of a city similar to Omaha, where I heard some excellent chorus work under the direction of the supervisor of music, I was informed that the chorus was made up of those who desired the study of singing and they were permitted to meet once a week for one period, the time being gained by cutting five minutes from each recitation for that day. Whether this would be possible in the Omaha High School, I am not in a position to say.

\* \* \* \* \*

Thanking the superintendent, principals and regular teachers for their hearty co-operation,

Respectfully submitted.

Omaha, June 30, 1903.

FANNIE ARNOLD,  
Supervisor of Music.

## MISS ELLEN M. WHITE.

---

As we look over the pages of the annual report from year to year, a feeling of sadness comes over us to find recorded there the death of one or another with whom we have been associated as friends and fellow-workers. This year we have to record the death of Miss Ellen M. White, who for many years was the efficient principal of Comenius School, and whose sudden death, just before the opening of the schools in September, cast a sorrowful gloom over the annual gathering together.

Miss White came to Omaha in the fall of 1877, having just completed a course in the State Normal School at Oswego, New York. Her early home was in Essex, Vermont. Here she received a good education in the common schools and in the academy of the town. Having chosen teaching as her profession, with characteristic energy and enthusiasm she decided to prepare herself thoroughly for her work, and with this in view entered the Normal School at Oswego. How thoroughly and conscientiously her preparation was there made, her success here as teacher and principal sufficiently attests.

Coming to Omaha in the vigor of youth, with unlimited energy and with high ideals, her success was so marked that she was advanced from one step to another until, in 1884, she was made principal of Hartman, now Comenius School. This position she held until her death on September 5th, 1902.

Being of an unusually quiet and retiring disposition, Miss White never proclaimed herself and seldom came in any way before the public. For this reason comparatively few know of the real extent of her influence and work, but there are many who, having been helped and encouraged by her, bear willing testimony to her worth

as woman, friend and teacher, and mourn for her as for a friend beloved.

Unsparring of herself, seeking always what would advance and benefit her school, and at all times bearing burdens for others, it was not strange that an overtaxed nervous system gave way, and after months of pain and weariness, with

"Her work well done,  
Her fame well won,"

she should quietly sink to sleep.

(Prepared by one of Miss White's  
fellow-workers in Comenius School.)

---

## MISS LIDA HANNA.

---

There left us, April 29, 1903, one of the gentlest, most modest, most perfectly equipped teachers connected with our schools — Miss Lida Hanna. None came in contact with her but felt the beauty of an unselfish life, none visited her school, but saw the power of one thoroughly versed in the best educational methods. Her work was an inspiration to the ambitious a silent reproof to the careless and indifferent.

Miss Hanna was born in Indiana, but early in life moved to Iowa City, Iowa, graduating from the public schools there; later she studied in the State University. While still in her teens she commenced teaching in Marshalltown, Iowa, teaching also in the State Normal School during the summer. How valuable this work was, the high esteem with which Miss Hanna's name was always mentioned in Iowa, and the unsought testimonials which followed her to Omaha, give ample proof.

She came to Omaha at Christmas time, 1887, teaching first at Leavenworth school, from which school she

was transferred to Lake school in September, 1888, where she has since remained—in all these years never failing in loyalty or devotion to her work—always a tower of strength.

Her merit was soon recognized in Omaha; upon three different occasions the position of principal was offered her, but each time firmly and modestly declined. The only promotion she would accept was that of teacher in the Omaha Training School for Teachers, with which she was connected throughout its existence. More than one young teacher in our schools bears testimony, in her efficient work, to the value of Miss Hanna's training.

The children loved her and had confidence in her; the patrons knew that the bright child would have his powers wisely directed, while the slower child would receive Miss Hanna's untiring care. Her associate teachers went to her constantly for assistance and advice. In view of this simple, strong life, so beautifully lived, so far-reaching in its influence, we are led to exclaim, "There is no death! She lives!"

Her associates adopted memorial resolutions, which, after reciting Miss Hanna's skill as a teacher, her high ideals, her devotion to what she believed to be right, her many lovable personal qualities, and the esteem in which she was held as a friend, closed with the following beautiful sentiment:

"'It is all right,' were among the last words she uttered; and may each of us leave a message as full of courage and cheer when

"'The mildest herald of our fate allotted,  
Beckons and with inverted torch doth stand  
To lead us with a gentle hand  
Into the land of the great departed,  
Into the Silent Land!'"

(Prepared by one of Miss Hanna's  
co-workers in Lake School.)





# Report of the Principal of the High School

For the Year 1902-1903.

---

MR. CARROLL G. PEARSE, Superintendent of Instruction :

DEAR SIR:—It is with pleasure that I submit to you the following report of the High School for the year ending June 19, 1903 :

The total enrollment for the year was practically the same as that of the preceding year. In that year there was an enrollment of 1626, while for the year just closed there was an enrollment of 1,639, an increase of but 13.

The average number belonging for the year just closed was 1,368; for the preceding year it was 1,325. For the year just closed the average number belonging was 83.4 per cent of the total enrollment, while for the preceding year the average number belonging was 81.3 per cent of the total enrollment.

The average daily attendance for the year was 1,296. This was 78.4 per cent of the total enrollment for the year. For the preceding year the average daily attendance was 1,273, or 78.3 per cent of the total enrollment.

A class of 157 graduated from the High School on the evening of June 19th. This was the largest class graduating thus far in the history of the High School. It exceeded in number the class of last year by nine.

The graduates completed the various courses in numbers as follows: Classical Course, 10; Latin-English Course, 39; German-English Course, 15; French-English Course, 3; Selected Course, 68; English Course, 4; Commercial Course, 7; Manual Training Course, 11.

For the last two years we have tried in the High School a uniform grade classification and a merit progress scheme in the

hope that we could, through more closely approximating natural conditions, reduce the number of failures. For the first year the plan seemed to work better than for the second. With great care the number of failures for each of the two years was determined. At the end of the first year of the trial we found that 8.3 per cent of the pupils had failed in their work, while at the end of the second year 10.6 per cent failed.

In my last year's report the following statement was made: "Though the plan has brought about certain inconveniences in management, and does not meet with the unanimous approval of the faculty, the results so far seem to justify the method."

The increase of 2 per cent in the number of failures seems to indicate the fact that the so-called unit system does not assure a permanent and increasing betterment of condition as to the progress of pupils. Though there was this increase at the end of the second year of the experiment, it seems to me that the cause must be sought outside the intrinsic worth of the principle involved. Thus far the plan has not been tried completely, and without handicap. We have been unable to use the plan in all departments. In some we have not felt justified in asking for sufficient books to allow the full adoption of the plan. This is especially true of the English department. In order to make the plan successful, all classes in the same term of work should use the same texts, for then transfers can be made from one class to another as the condition and standing of the pupils seem to require. In English different classes used different texts, so no transfers could be made. Because of this necessity also, all classes must finish the subjects at the same time so that books may be exchanged. In addition to the difficulty above stated, I believe that the lack of favor for the plan on the part of some of the faculty may have had something to do with the decrease in efficiency of it. This lack of favor arose in most cases from the fact that the slower and less interesting classes were much harder to teach than the others, and it was felt that they necessitated the assumption of an unnecessary burden.

With this feeling constantly present, the condition of those classes became more and more hopeless from the teachers' point of view, and unconsciously and unintentionally those classes

more and more were permitted to determine the quality and quantity of the work to be done. The result was that the classes lagged more than they should have done, and more than they did during the first year of the trial.

On account of the present handicap in some of the departments, and because quite a number of the faculty believe that the teaching burden under the system is unnecessarily great, I believe that it would be wise to return to the almost universally accepted plan of classifying without regard to mental quality.

While suggesting this, I do not believe that that is the best plan, nor the one that will be acceptable in the near future. The best educational thought, it seems to me, is at present engaged in the solution of the problem of how to unlock the step in the public school system. The details of the plan may not be the same as those tried by us, but in essential principles future progress in the schools will be along the lines we have attempted.

The end of the coming year will give an opportunity for us to compare results with what has been accomplished in the last two. If then the results are in favor of the promiscuous classification scheme, improved conditions over those prevailing several years ago must be accounted for from other reasons than those of unequal classification and uniform progress. If, however, results at the end of the coming year should not be as satisfactory as far as the progress of the pupils is concerned, and under more favorable teaching conditions, (for during the coming year teachers will teach but five periods instead of six as during the last two years,) it might be well again to attempt to solve the problem of how best to present better conditions for the more satisfactory intellectual growth and comfort of the pupils.

If another attempt should be made to solve the problem along the lines heretofore attempted, I believe that much of the objection to the so-called Unit System on the part of the faculty would be removed if there were an adjustable scale of salaries. Under a provision of this kind those teaching the slower, less interested, and consequently harder classes, would receive more salary than other teachers of equal rank who might be teaching normal, or high quality classes.

There is decided objection within the faculty to the plan of

having the encampment of the cadets occur within the time of school. From necessity, if given within that time, it must come near the close of school, and at the most critical time. Then the teachers are rounding up the work of the year. In order that no injustice be done to the cadets who go to camp unusual leniency, from the scholarship standpoint, must be shown or many of them would fail at the close of the term. Inasmuch as the work of the year is based upon the fact that there will be thirty-eight weeks of school, it is impossible to conclude that work with credit to the school and to the satisfaction of the faculty in thirty-six weeks. At least two weeks of actual school work is lost by all who go to camp, for, though in camp but a week or less, time and attention needed for preparation to go so fill in working hours that but little if any satisfactory work can be done for a week before going.

If the encampment is to be made a permanent feature of the high school life, I believe that arrangements should be made for holding it the week after school closes.

I submit to you herewith the reports of the various heads of departments:

ENGLISH.

MR A. H. WATERHOUSE, Principal High School :

DEAR SIR:—During the first half of this year there were 1,346 pupils in the fifty English classes, and twelve teachers gave their whole time or part of it to this department. During the second term the department had 887 pupils in thirty-eight classes, and thirteen teachers did work in the department.

We introduced two text-books this year. Maxwell and Smith's "Writing in English" has proved very satisfactory in the ninth grade. The gradual development of the four kinds of writing has brought about better results than was produced when the entire subject of description was completed before taking up narration. The work laid out in the text is practical and the illustrative selections good. The constant outlining of the work called for, as well as the habit of outlining the selections given, tends to produce carefully arranged work.

Webster's Rhetoric in the tenth grade supplements the work of Maxwell and Smith. The emphasis here also is on composi-

tion rather than on technical rules of rhetoric. The connecting composition work with good literature is the chief merit of this book.

While an improvement in composition work has been made by the introduction of these books, there still remains the fact that no teacher can do successful work in composition with six classes a day. In commercial English, where the work is entirely composition, the teacher has been given an hour a day to do manuscript work, with good results. A teacher of composition should have time enough for some consultation with individual pupils.

The effect of shortening the English course to three years was felt fully this year. The twelfth grade pupils showed lack of preparation for the work, except in cases where school work was supplemented by careful reading at home. The fourth year should be restored to the English Course if good work is to be done.

Respectfully submitted,

June 30, 1903.

KATE A. MCHUGH.

MATHEMATICS.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—During the first term of the school year ending June 30, 1903, fifty-four classes were given instruction in mathematics, as follows: Thirty-six classes in algebra, 17 in geometry, and 1 in trigonometry. During the second term there were 28 classes in algebra, 21 in geometry and 1 in trigonometry. Altogether about 1,400 pupils received instruction in this department.

In my estimation, the unit system was brought to greater perfection in this department than in most others, due to more favorable conditions as to text books, large number of classes, etc., thus increasing the facility of transfer from one class to another.

It is interesting to note in this connection the remarkable low rate of failures, 3 per cent. in algebra and 6 3-10 per cent. in geometry.

In the trigonometry classes a considerable amount of work in the field with surveyor's compass and chain was done. This



practical work arouses great interest and proves very beneficial.

We lose this year four valued teachers: Misses Farnsworth, Green and Wedgwood by resignation, and Mr. Congdon, temporarily, by leave of absence. It will require strong acquisitions to our teaching force to supply this vacancy. Hearty commendation is due to all teachers of this department for their faithful and efficient service.

Respectfully submitted,

June 30, 1903.

J. F. WOOLERY.

#### GREEK AND LATIN.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The Latin and Greek Department of the Omaha High School has had a very successful year, the best we have ever had, I believe. The new reference books in the library and the excellent text books now in use have made successful work a possibility; the enthusiastic, earnest work of the teachers, both in the class room and out of it, has made it a reality.

Frequent meetings of the teachers of the department have been held for the purpose of consultation. Final tests have been given by the head of the department on each unit's work. A part of these tests have been examined by the different teachers in the same grade of work, and all have been submitted to the head of the department.

A new departure was made this year in giving a Latin entertainment. This aroused enthusiasm on the subject of the manners and customs of the Romans, and, consequently, additional interest in the study of the language. A small admission fee was charged to cover expenses, and from the surplus a picture was procured for the High School.

In Greek for next year we have a senior class numbering thirty, the first time we have exceeded fifteen.

In summing up the work of the department I am convinced that better work and more work has been done under the present system than otherwise could have been done. We have never had so large a number completing their work, and of



those failing, a large number have done a considerable portion successfully.

Respectfully submitted,

BESSIE J. SNYDER.

June 30, 1903.

MODERN LANGUAGES.

MR. A. H. WATERHOUSE, Principal High School:

Dear Sir:—The enrollment in the German department for the year 1902-1903 was 548 for the first term and 462 for the second term.

Figuring on the old bases shows the per cent of failures to be about the same as in past years—about 25 per cent.

It was thought that this per cent would be lessened by the introduction of a new beginning book, but after years of experience I am still confident that with final examinations and the thorough and conscientious work of an exceptionally strong force these figures will vary very little from year to year.

At the end of the first year the Spanhoofd Lehrbuch elicits the most favorable criticism and is regarded by the teachers who have used it, as a book well adapted to the needs of the High school.

The five classes in French have done excellent work. The per cent of failures in the ninth grade classes is low, due partly, I believe, to the fact that the majority of those taking the subject wish to take it or need it as a college requirement and also to the clear manner of presenting the beginning work.

Respectfully submitted,

June 30, 1903.

M. ALICE LANDIS.

CHEMISTRY.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The following is a brief report of the Chemistry Department of the Omaha High School during the past year: The work has been carried on as heretofore, and, on the whole, has been very satisfactory. The enrollment at the beginning of the year was 143, or 23 more than could be accommodated in our present quarters, and, as a result, this number was prevented from taking the subject.

This emphasizes the fact that the department is very much overcrowded and should be moved into the three rooms de-

signed for it in the new building. This should be done, if possible, by the opening of the coming school year. I am working at present on plans to equip these rooms and will present them soon for your inspection and approval.

Respectfully submitted,

June 30, 1903.

H. A. SENTER.

#### PHYSICS.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—Considering the fact that the laboratory work in physics in the high school fills but two periods per week during the school year, the amount and quality of work done has been highly gratifying. This has been proved by note-book work and by tests given throughout the year. In these latter the pupil has shown a comprehension of the work done, indicating a good acquaintance with the subject. However, the work could be greatly improved did we but have two periods of 90 minutes each, instead of two periods of but 45 minutes each, as at present.

Lack of laboratory facilities still leaves much to be desired in the way of space. It is sincerely hoped that by the beginning of another school year this department may be comfortably established in its quarters in the new building, something to which we have longingly looked forward for the past two years.

The teachers of physics have come to the conclusion that much benefit might ensue by the adoption of a suitable laboratory manual. For some time we have been using the text as manual. While this method has not been wholly bad, yet the description of experiments in the text book has not been quite satisfactory.

Much stress this year has been placed on the application of text book matter to the working of problems. This has led to improvement in the accuracy and permanence of the stated facts.

The classes have had an opportunity to notice the practical applications of physics, in that visits have been made to city institutions, in which such principles have been exemplified. The department owes thanks to Dr. Frederick Rustin, to the

managers of the Telephone Exchange, the Omaha Street Railway, the Western Electric Co., as well as others.

Mention has been made in previous years of the great need in this department of a well-equipped carpenter's bench. The need still exists.

If pupils, before entering upon the study of physics, could be well grounded in the principles of algebra and geometry, with a view to the special application, the aid to the study of physics would be quite material.

In fact I do not think it were at all a bad idea to make physics a fourth year study. There has probably been in no field so much development as in that embraced by physics. Not only are new discoveries being made daily, but these are of such a nature that a knowledge of their principles should be included in a general education.

Yet the time allotted to physics is the same as it was when the study embraced about one-half of what it does now. At least one and one-half ( $1\frac{1}{2}$ ) years should at the present time be given to physics.

In physical geography the work has been good. Expeditions to the weather department and other institutions have been undertaken. Owing to lack of facilities, but a limited amount of laboratory work has been done.

In conclusion, I wish to thank the teachers of this department, whose efficient work has been largely responsible for the success attained during the year.

Respectfully submitted,

June 30, 1903.

NATHAN BERNSTEIN.

#### BIOLOGY.

MR. A. H. WATERHOUSE, Principal High School:

DEAR SIR:—I have the honor to present the following report for the Biology Department:

The work of the past year has been successful, but it could have been better if the teachers of physiology had had some previous training in that subject. It would help the work of the department, if one or two teachers could be secured who expect and wish to teach physiology. It would also facilitate the work in this subject if the teachers could be assigned to

rooms 202 and 203 so that they might easily change to room 200 without confusion and carry on some laboratory work.

In the biology classes, besides twenty-four microscopes, laboratory tables, a glass case for plants and the enclosed list of supplies, we ought to have room 201 fitted up as a lecture room, with a projection lantern and seats, this to be used by the biology and physiology classes on different days. It would also be a good thing to have the boys and girls in separate classes, as certain aspects of the subject which the pupils ought to know could then be taken up frankly.

If we could get the department together we could, on a few days in each term, have the teachers change classes. In this way the field of view for the pupils would be broadened and variety given to the work.

Respectfully submitted,

June 30, 1903.

A. S. PEARSE.

COMMERCIAL.

MR. A. H. WATERHOUSE, Principal High School.

DEAR SIR:—The work of the commercial department for the year just closed has been generally satisfactory. About one hundred pupils of the ninth grade class are taking the course, and of these the number of failures is gratifyingly small.

In commercial arithmetic, special attention has been paid to rapid and accurate addition, short business methods in subtraction and multiplication, the making of invoices, and the various operations of percentage, particularly interest, discount, partial payments and averaging accounts.

In bookkeeping the aim has been to develop a feeling of confidence on the part of the pupil by placing the work fully in his hands and putting him on his own resources. Accuracy and neatness are the standards by which all work has been judged and the ambition to excel on the part of the pupils has produced excellent results.

In shorthand the pupils have been instructed in the principles of the art, the aim being the development of a regular, uniform and legible phonographic hand. Comparatively little speed work is attempted the first year.

The work in commercial geography and industry has been

in competent hands, and from my own observation, I should pronounce the results worthy of the standard of excellence that prevails in the Omaha high school.

While disclaiming any authority in the matter, I cannot but feel that the suspension of instruction in typewriting is a great loss to the department and trust that it may be resumed in the near future.

In conclusion, I wish to express my personal thanks to yourself and to the Superintendent and Board of Education, upon whose cooperation and support I rely in all my efforts to promote the success of the department.

Respectfully submitted,

JASPER ROBERTSON.

June 30, 1903.

### LIST OF GRADUATES, 1903.

Following is a list of the names of the graduates for the year 1902-1903. The names are grouped under the various courses from which the pupils graduated:

#### CLASSICAL COURSE.

Bressman, Jennie	Pritchard, Alice D.
Buresh, Grace A.	Ross, Isabel E.
Cochran, Esther Gertrude	Watt, Adelaide L.
McDill, Gladys	Waugh, Jessie C.
More, Louise Beatrice	West, Ralph Millard

#### GERMAN-ENGLISH.

Anderson, Johanna	Heuck, Louise I.
Beard, Hazel	Jorgensen, Carrie
Butt, William	McCarthy, Cecelia E. V.
Carey, Jessie E.	Mengedoht, Elsie
Cleve, Emily	Newman, Amelia
Fiala, Rose	Sachs, Adolph
Goerne, Clara Esther	Shields, Ellen W.
Hansen, August C.	

#### FRENCH-ENGLISH.

Evans, Cora May	Hall, Lillian
Quick, Lillian	

## LATIN-ENGLISH.

Anderson, Helen Wilson	Morgan, Mary W.
Anderson, Zillah Nell	Mould, Mabel
Barton, Eleanora K.	Munnecke, Gertrude Eva
Bellis, Nealie	Murphy, Evann Marie
Campbell, Cassie B.	Ogle, Ora M.
Carlson, Esther C.	Olney, Grace Adele
Carpenter, Olive Ruth	Parmelee, Louise Hurford
Cash, Elizabeth T.	Pederson, Ingrid Elinore
Crenshaw, Catherine Z.	Peterson, Amy A.
Eaton, Byron Kerlin	Rhoades, Laura Alida
Edling, Hilma Eureka	Rosewater, Stanley M.
Glick, Helen	Schneider, Clarence L.
Hall, May Louise	Smith, Ida Bee
Hammer, Hilda	Sunderland, Roy
Healey, Nannie T.	Swenson, S. August
Hendrie, Helen	True, Ellen Isabel
Higgins, Leslie Allan	Van Orman, Clara Clark
Hunt, Harriet M.	Whitlock, Blanche
McCaffrey, Mary Cecilia	Wright, Alice Isabel
Marhoff, Ruth	

## ENGLISH.

Bilger, Gertrude	Langdon, Rosemary Katherine
Coakley, Pearl	Proctor, Edna D.

## COMMERCIAL.

Howes, Martha Day	McAvin, Margaret May
Johnson, Lulu Grace	McDermott, Claire
Kocher, Paul	Starr, Thomas Oscar
Krause, John	

## MANUAL TRAINING.

Ahlquist, Frank C.	Harris, Eugene T.
Bell, William J. J.	Kroh, Charles E.
Brewster, Raymond	Nevotti, Joseph J.
Creedon, Frank C	Taylor, Maurice S.
Dumont, John R.	Utt, Lee H.
Findley, Ray H.	



## SELECTED.

Ayer, Jennie Florella	Johnson, Ernest H.
Ayer, Sarah Lois	Johnson, Harold H.
Baird, Margaret E.	Johnson, H. Lyle
Barker, Joseph	Kelley, Ernest
Barr, Nell Margrette	Kohn, Florence B.
Bernstein, Sadie	Laubach, George S.
Blake, Iva Lou	Lee, Montrose L.
Bonnell, Inez Blanche	Leech, M. Beulah
Bollard, Donald C.	MacDiarmid, Leslie F.
Burkhalter, Paul	McEachron, Willard S.
Carson, L. Bernice	Meyer, Edward M.
Chaffee, Herbert W.	Miller, Cloy
Clark, George E.	Miner, Burt Clarence
Clark, Rita Sally	Moore, M. Juanita
Coral, Erla	Neal, Frank C.
Cusack, Mary C.	Nelson, Arthur H.
Fair, James H.	Pedersen, Matti Catherine
Fairbrother, Albert M.	Robertson, Claude H.
Frazier, Josie Pearl	Sasstrom, Mabel Blanch
French, Ruth	Sheahan, Alice
Fry, Elizabeth Matilda	Shearer, Esther A.
Gard, Charles E.	Singer, Sidney
Godfrey, Niobe Helen	Slaughter, Denton
Goetz, Frank	Stewart, Elizabeth Hutter
Goldstein, David B.	Strawn, Cleda
Graham, Leila	Sweeley, Edna Frances
Greenleaf, Miles F.	Walker, Patience M.
Hart, Ralph S.	Wallace, Hugh E.
Healey, Rose P.	Wiemer, Paul
Heimrod, Clara A.	Wineland, Adah M.
Hillis, Madeline Shaffer	Wiihelmy, Laura Eva
Hoel, Faith Lee	Wille, Frank J.
Howe, Alice Henrietta	Williamson, Andrew Herron
Ivins, Richard L.	Worrell, Elizabeth W.

Respectfully submitted,

A. H. WATERHOUSE, Principal.





CASS SCHOOL.—John Latenser, Architect



TABLE I.

SCHOOLS.	Average Daily Attendance.	Cost per Pupil per Annum*	Average Daily Attendance per teacher, not including Supervisor, Principal.
High School.....	1,300.0	\$52.11	26.7
Bancroft.....	320.2	20.87	35.5
Beal.....	57.4	†49.04	28.7
Cass.....	623.9	20.98	36.7
Castellar.....	595.2	19.35	39.6
Central.....	523.9	20.33	40.3
Central Park.....	204.5	25.25	34.1
Clifton Hill.....	251.6	20.58	35.9
Columbian.....	333.3	21.05	39.0
Comenius.....	467.3	22.39	35.9
Druid Hill.....	72.2	26.73	36.1
Dupont.....	145.4	22.13	36.3
Farnam.....	473.5	21.88	36.4
Forest.....	214.1	20.82	35.7
Franklin.....	416.4	19.58	36.2
Gibson.....	37.4	31.03	37.4
Kellom.....	828.5	18.64	43.7
Lake.....	777.1	19.48	43.1
Leavenworth.....	334.5	22.67	33.4
Lincoln.....	403.4	20.20	36.6
Long.....	774.3	19.36	40.7
Lothrop.....	523.9	19.61	40.3
Mason .. .. .	648.1	20.03	40.5
Monmouth Park .. .	68.8	27.15	34.4
Omaha View.....	393.4	20.54	35.7
Pacific.....	538.0	21.78	35.8
Park.....	574.0	19.24	41.0
Saratoga.....	503.7	20.73	41.9
Saunders.....	246.3	22.77	35.2
Sherman.....	120.2	26.91	30.0
Train.....	407.6	19.83	37.0
Vinton.....	275.0	20.48	39.3
Walnut Hill.....	421.8	20.56	38.3
Webster.....	513.1	20.64	39.4
Windsor.....	259.6	22.09	37.1
Night Schools.....	110.7	18.26	15.8

\* Estimated upon total expenditure, less cost of sites, permanent improvements, and interest and exchange.

† Buildings burned and unusual expense for repairs were necessary.

TABLE II.

A Comparative Statement of the Principal Items of Expenditure for Fourteen Years.

	1889-90	1890-91	189-192
Teachers' Salaries.....	\$208,146.12	\$218,977.08	\$226,636.86
Janitors' Salaries.....	30,445.15	32,674.21	33,318.40
Officers' and Clerks' Salaries ....	4,512.33	4,557.00	5,070 00
Repairs.....	17,117.63	12,600.08	8,875.59
Repairs Heating Apparatus.....	2,497.52	2,410.40	3,353.62
Repairs Water Service.....	1,059 50	1,614.57	373.95
Text Books, etc.....	4,829.67	6,188.56	7,860.49
Stationery.....	4,863.38	5,557.82	4,118.99
Supplies.....	2,028.73	1,444.87	1,972.32
Rent.....	5 276.13	6,387.49	5,804.60
Furniture.....	2,721.50	2,428.19	4,009.58
Construction.....	2,298.52	4,780.42	20,157.23
Improvements.....	8,028.61	6 205.48	7,176.14
Interest.....	15,330.64	15,034.09	20,055.70
Elections.....	2,254.73	.....	6,585.42
Special Taxes.....	1,944.65	5,273.91	1,385.11
School Sites.....	1,000.00	3,749.75	6,000.00
Fuel.....	12,535.28	12,223 87	14,911.78
	1892-93	1893-94	1894-95
Teachers' Salaries.....	\$231,965.30	\$224,329.21	\$248,244.50
Janitors' Salaries.....	33,517.35	31,112.81	32,262.00
Officers' and Clerks' Salaries.....	15,033.31	10 636.93	10,173.67
Repairs.....	11,565.72	26,213.14	18,668.77
Repairs Heating Apparatus.....	6,656.73	.....	2,887.41
Repairs Water Service.....	1,854.82	.....	.....
Text Books, Etc.....	9,253.34	10,660.90	6,180.42
Stationery.....	3,990.53	3,150.80	1,436.52
Supplies.....	3,586.74	5,574.09	3,075.63
Rent.....	4,900.38	3,381.70	515.91
Furniture.....	3,935.73	3,307.00	4,820.89
Construction.....	2,898.82	1,680.65	9,226.02
Improvements.....	16,300.99	9,425.51	12,057.86
Interest.....	34,711.83	29,427.90	29,427.90
Elections.....	5,007.08	2,225.50	1,651.50
Special Taxes.....	3,934.77	4,185.04	.....
School Sites.....	1,947.17	.....	.....
Fuel.....	15,889.02	16,563.79	10,703.71



TABLE II—CONTINUED.

	1895-96	1896-97	1897-98	1898-99
Teachers' Salaries..	\$227,548.30	\$218,297.20	\$245,336.10	\$259,071.10
Janitors' Salaries..	31,094.94	26,293.50	27,165.75	32,656.87
Officers' and Clerks' Salaries..	9,778.00	10,232.05	11,024.00	13,037.16
Repairs .....	23,227.33	15,223.71	31,844.94	24,356.79
Repairs Htg. App.	3,458.01	4,324.05	2,028.37	3,605.18
Repairs Water Ser.	835.35	838.76	850.86	1,573.52
Text Books, Etc....	6,648.09	7,704.27	7,756.41	12,122.21
Stationery.....	1,845.80	2,120.42	3,120.18	3,595.21
Supplies.....	2,974.51	2,357.52	2,109.73	3,740.09
Rent.....	342.00	139.98	656.58	1,511.59
Furniture.....	1,896.13	1,230.97	2,723.80	1,985.00
Construction.....	3,556.50	.....	11,771.63	.....
Improvements.....	7,026.26	465.00	4,698.35	3,199.83
Interest.....	30,599.59	32,573.91	33,330.98	32,303.70
Elections.....	1,879.75	1,627.66	1,650.45	2,005.00
Special Taxes.....	.....	10,543.40	.....	3,607.10
School Sites.....	.....	.....	14,626.15	9,000.00
Fuel.....	11,599.79	10,385.50	11,886.81	13,636.12

	1899-1900	1900-1901	1901-1902	1902-1903
Teachers' Salaries..	\$272,289.12	\$291,988.43	\$295,521.34	\$299,994.00
Janitors' Salaries..	28,326.25	30,023.35	32,619.67	35,311.30
Officers and Clerks' Salaries..	10,898.82	11,225.02	11,330.00	11,896.64
Repairs .....	27,107.04	8,680.05	10,241.35	8,504.60
Repairs Htg. App.	4,908.12	1,734.84	1,274.75	5,319.11
Repairs Water Ser.	1,763.56	1,288.89	695.82	1,191.32
Text Books, Etc....	11,159.54	6,429.59	11,901.89	8,135.44
Stationery.....	4,217.41	5,049.70	3,915.62	3,957.43
Supplies.....	3,447.18	6,124.38	2,967.74	3,677.51
Rent.....	1,469.00	63.34	107.75	453.50
Furniture .....	2,960.38	3,307.40	492.27	3,155.27
Construction.....	9,370.28	91,758.81	107,861.94	3,660.00
Improvements.....	9,595.48	9,639.53	11,956.13	5,675.48
Interest .....	43,771.06	44,475.99	48,206.22	51,176.60
Elections.....	1,876.50	2,747.50	2,089.41	2,526.54
Special Taxes.....	.....	.....	.....	.....
School Sites.....	5,685.00	4,250.00	6,500.00	800.00
Fuel.....	14,693.72	14,747.40	16,856.51	18,095.86

TABLE III.

Showing Growth of Schools During the Last Sixteen Years.

	1887-88	1888-89	1889-90	1890-91
School population.....	19,260	20,243	24,520	27,281
No. of pupils enrolled...	10,961	12,498	13,279	14,093
Av. No. pupils belonging	7,587	8,809	9,629	10,315
Av. daily attendance....	7,134	8,363	9,094	9,715
Number of teachers.....	217	258	283	291
	1891-92	1892-93	1893-94	1894-95
School population.....	26,663	29,742	29,974	28,630
No. of pupils enrolled...	14,625	15,301	15,869	16,537
Av. No. pupils belonging	10,900	11,334	12,307	12,999
Av. daily attendance....	10,379	10,706	11,573	12,238
Number of teachers.....	295	298	306	333
	1895-96	1896-97	1897-98	1898-99
School population.....	28,609	30,134	32,892	32,673
No. of pupils enrolled...	16,482	16,580	18,271	18,964
Av. No. pupils belonging	13,320	13,556	14,670	14,667
Av. daily attendance....	12,630	12,762	13,864	13,647
Number of teachers.....	340	322	355	394
	1899-00	1900-01	1901-02	1902-03
School population.....	30,765	30,150	30,561	30,873
No. of pupils enrolled...	19,633	19,384	19,704	19,107
Av. No. pupils belonging	15,521	15,762	15,708	15,556
Av. daily attendance....	14,664	14,845	14,863	14,705
Number of teachers.....	400	419	418	420

TABLE IV.

A Comparative Statement from the Official Reports on the Main  
Items of Attendance for a Period of Thirty Years.

YEARS	Number of Seats	School Population	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Number of Teachers	Average Number of Pupils in daily attendance to each Teacher
1873-74...	1,659	4,019	2,426	1,667	1,542	41	38
1874-75...	1,659	4,138	2,496	1,614	1,507	42	37
1875-76...	1,755	4,572	2,592	1,830	1,677	44	40
1876-77...	2,268	3,753	2,913	2,061	1,906	47	41
1877-78...	2,308	5,336	2,924	1,924	1,810	44	41
1878-79...						51	
1879-80...		7,381	3,033			59	
1880-81...		8,407	3,799			60	
1881-82...		8,104	4,550	3,169	2,900	66	45
1882-83...	4,357	8,921	5,261	3,907	3,589	88	38
1883-84...	5,166	10,367	5,876	4,127	3,846	102	38
1884-85...	5,558	11,202	6,273	4,528	4,253	118	36
1885-86...	6,290	11,831	6,868	4,995	4,699	138	34
1886-87...	7,027	16,497	8,283	5,687	5,371	158	34
1887-88...	9,541	19,270	10,961	7,587	7,134	217	32
1888-89...	10,855	20,243	12,498	8,809	8,363	258	32
1889-90...	13,882	24,520	13,279	9,629	9,094	283	32
1890-91...	11,792	27,281	14,093	10,315	9,714	291	33
1891-92...	12,140	26,663	14,625	10,900	10,379	295	35
1892-93...	12,951	29,742	15,301	11,334	10,786	298	35
1893-94...	14,165	29,974	15,869	12,307	11,573	306	37
1894-95...	14,894	28,630	16,537	12,999	12,238	333	36
1895-96...	14,879	28,609	16,482	13,320	12,630	340	37
1896-97...	14,936	30,134	16,580	13,556	12,762	322	40
1897-98...	15,894	32,892	18,271	14,670	13,864	355	39
1898-99...	16,201	32,673	18,964	14,667	13,647	394	35
1899-1900	17,322	30,765	19,633	15,521	14,664	400	36
1900-1901	17,940	30,150	19,384	15,762	14,845	419	35
1901-1902	18,301	30,561	19,704	15,708	14,863	418	35
1902-1903	18,367	30,873	19,107	15,556	14,705	420	35

TABLE V—Showing the Total Principal Items of Expense in Each Year for a Period of 30 Years.

YEARS	Construction	Improvements	Interest	Sites	Total Construction, Improvements, Interest and Sites.	Total Ordinary School Expenses.	Total Expenditure.
1873-74	.....	.....	\$15,323.24	\$ 5,000.00	\$20,323.24	\$42,973.35	\$63,296.49
1874-75	.....	.....	15,151.80	.....	15,151.80	58,126.65	73,278.45
1875-76	.....	.....	15,000.00	750.00	15,750.00	52,136.52	76,066.38
1876-77	.....	\$ 3,984.91	15,000.00	.....	27,870.91	53,623.09	81,485.14
1877-78	.....	2,212.83	15,000.00	.....	18,212.83	44,524.68	61,737.50
1878-79	.....	119.70	15,021.75	.....	15,141.45	46,203.65	61,394.60
1879-80	2,607.29	2,531.00	15,267.76	3,600.00	24,405.05	56,098.44	80,104.49
1880-81	8,843.25	1,059.67	15,000.00	.....	24,902.92	63,323.13	88,226.05
1881-82	4,989.85	1,111.70	15,000.00	.....	21,100.55	70,148.55	91,249.10
1882-83	17,448.62	8,979.15	15,000.00	2,000.00	43,427.77	87,750.63	131,178.40
1883-84	38,499.33	3,538.48	15,000.00	9,375.00	66,412.81	129,529.27	195,942.08
1884-85	14,241.21	22,368.03	20,000.00	6,075.00	62,684.24	179,872.96	242,557.20
1885-86	42,735.78	26,717.71	15,000.00	17,500.00	101,953.49	158,394.56	260,348.05
1886-87	57,337.85	6,701.66	5,000.00	34,000.00	103,039.52	198,522.42	302,561.94
1887-88	75,667.32	18,725.28	10,569.14	46,607.33	151,569.07	296,547.18	448,116.25
1888-89	18,551.31	19,222.27	15,874.77	8,200.82	61,849.17	305,710.38	367,559.55
1889-90	2,298.52	8,038.61	15,330.64	1,000.00	26,667.78	311,946.80	338,614.54
1890-91	4,780.43	6,205.48	15,034.09	3,748.75	29,769.74	353,014.07	352,783.81
1891-92	20,157.23	7,176.14	20,035.70	6,000.00	53,369.07	333,730.17	387,119.24
1892-93	2,898.82	16,300.99	34,711.83	1,947.17	55,858.81	363,780.62	419,639.53
1893-94	11,680.60	9,425.57	29,427.90	.....	40,534.07	367,664.44	408,138.31
1894-95	9,226.02	12,057.86	29,427.90	.....	50,711.78	350,930.18	401,641.96
1895-96	3,556.50	7,026.26	30,599.59	.....	41,182.35	334,809.91	375,992.26
1896-97	.....	465.00	32,573.91	.....	33,038.91	328,656.68	361,694.59
1897-98	11,771.63	4,698.35	33,330.98	13,626.15	64,427.11	360,250.92	424,678.03
1898-99	.....	3,199.83	32,303.70	9,000.00	44,503.53	409,664.38	454,167.91
1899-1900	9,370.28	9,595.48	43,771.06	5,685.00	68,412.82	400,083.32	368,505.14
1900-1901	91,758.81	9,639.53	44,475.99	4,250.00	150,124.33	393,933.70	544,058.03
1901-1902	107,861.94	11,956.13	48,206.22	6,500.00	174,524.29	398,829.70	573,353.99
1902-1903	8,139.76	15,341.18	51,176.60	800.00	75,457.54	401,887.73	477,345.27

TABLE VI.

Number of Pupils 7 Years Old, but not yet 14, who have attended  
School 60 Days or More this School Year.

SCHOOLS	Boys	Girls	Total
High School.....	36	60	96
Bancroft .....	126	122	248
Beal.....	26	27	53
Cass.....	269	221	490
Castellar.....	231	224	455
Central .....	199	206	405
Central Park .....	81	59	140
Clifton Hill.....	125	100	225
Columbian .....	158	141	299
Comenius.....	178	175	353
Druid Hill.....	29	25	54
Dupont .....	49	39	88
Farnam.....	174	194	368
Forest.....	77	84	161
Franklin.....	154	164	318
Gibson.....	18	14	32
Kellom .....	325	323	648
Lake .....	257	290	547
Leavenworth .....	126	127	253
Lincoln.....	148	139	287
Long.....	835	335	670
Lothrop.....	221	203	424
Mason .....	235	239	474
Monmouth Park.....	28	21	49
Omaha View .....	167	160	327
Pacific .....	243	208	451
Park .....	236	204	440
Saratoga.....	190	191	381
Saunders.....	110	95	205
Sherman.....	56	50	106
Train.....	154	163	317
Vinton .....	97	107	204
Walnut Hill .....	139	166	305
Webster.....	191	207	398
Windsor.....	111	102	213
Comenius Night School .....	.....	.....	.....
Kellom Night School .....	3	.....	3
Total.....	5302	5185	10487

TABLE VII.

Number Pupils Registered in High School Grades and Average Age of Each Grade.

12th Grade—Number registered, 138 ; average age, 17.4.  
 11th Grade -Number registered, 227 ; average age, 16.7.  
 10th Grade—Number registered, 390 ; average age, 16.  
 9th Grade—Number registered, 884 ; average age, 14.8.  
 Total number registered, 1,639 ; average age, 15.6.

TABLE VIII.

Enumeration of Omaha School Youth, According to Census.

WARDS	1902			1903		
	Male	Female	Total	Male	Female	Total
First .....	1,575	1,654	3,229	1,586	1,586	3,172
Second .....	2,564	2,731	5,295	2,647	2,898	5,545
Third .....	1,913	1,480	3,393	1,877	1,434	3,311
Fourth .....	1,153	1,443	2,596	1,086	1,363	2,449
Fifth .....	1,216	1,205	2,421	1,109	1,217	2,326
Sixth .....	2,668	2,609	5,277	2,774	2,695	5,469
Seventh .....	1,431	1,477	2,908	1,469	1,544	3,013
Eighth .....	1,272	1,338	2,610	1,460	1,543	2,761
Ninth .....	1,339	1,491	2,830	1,296	1,289	2,827
Totals .....	15,131	15,428	30,559	15,304	15,569	30,873



TABLE IX.

SCHOOLS	No. Registered During the Year	Average No. Be- longing	Average Daily Attendance	No. Remaining at close of Year	Per cent of At- tendance dur- ing Year
High School.....	1,639	1,361 0	1,300.0	1,231	95.5
Bancroft.....	388	334 4	320.2	340	95.7
Beal.....	91	64 2	57 4	54	93.4
Cass.....	891	665 2	623.9	667	93.7
Castellar.....	749	626.4	595 2	610	94.6
Central.....	697	556 4	523.9	538	94.3
Central Park.....	262	217.2	204.5	217	94 1
Clifton Hill.....	302	266.2	251.6	263	94.5
Columbian.....	450	355.2	333 3	349	93.9
Comenius.....	79	493 1	467 3	486	94.7
Druid Hill.....	103	77 8	72.2	80	92.5
Dupont.....	81	153.6	14 4	155	94.7
Farnam.....	6 4	499.5	473.5	506	94.7
Forest.....	68	226.2	214.1	211	94 6
Franklin.....	497	437 3	416.4	429	95.2
Gibson.....	6	38.6	37 4	40	96.8
Kellom.....	1,167	884.1	828.5	865	93.8
Lake.....	1,000	825.4	777 1	797	94.1
Leavenworth.....	473	357 8	334 5	348	93.4
Lincoln.....	493	422	403 4	427	95.5
Long.....	1,002	815 2	774.3	816	94.9
Lothrop.....	645	551 9	526 9	540	94.9
Mason.....	824	681 3	648.1	673	95 1
Monmouth Park.....	104	73 9	68 8	77	93.9
Omaha View.....	489	416.6	393.4	397	94 4
Pacific.....	724	580 8	538.0	569	92.6
Park.....	698	602.1	574.0	583	95.3
Saratoga.....	628	529.9	503.7	527	95.0
Saunders.....	323	263 2	246.3	261	93.5
Sherman.....	158	129 3	120 2	130	92 4
Train.....	524	436 1	407.6	422	93.4
Vinton.....	357	291.1	275 0	292	94.4
Walnut Hill.....	523	444.4	421 8	447	94 9
Webster.....	17	530.8	513.1	525	96.6
Windsor.....	323	276.	259.6	267	94 0
Comenius Night.....	246	*39 7	*32.1	57	80 8
Kellom Night.....	12	*32 1	*25.3	41	79.5
Total.....	19,107	15,556 5	1,470.5	15,237	94.5

\*See note at end of "Statistics," 4th page Supt's Report.

TABLE X.

Number Pupils Registered in Primary Grades, and Average Age in Each Grade.

SCHOOLS	KINDER- GARTEN		1ST GRADE		2D GRADE		3D GRADE		4TH GRADE		Whole Number Registered in Primary Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
High School.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bancroft.....	51	5.2	43	6.9	47	7.6	41	8.6	46	10.5	177
Beal.....	26	5.1	26	6.6	17	7.5	8	10.6	7	11.	58
Cass.....	69	5.	226	7.	109	8.2	169	9.8	77	11.	581
Castellar.....	79	5.	106	5.8	98	7.4	84	8.5	79	9.5	367
Central.....	76	5.3	86	6.3	75	7.4	52	8.3	89	9.8	312
Central Park.....	35	5.2	32	6.3	30	7.6	31	8.8	47	10.	140
Clifton Hill.....	51	5.1	59	6.7	45	7.9	34	8.9	45	10.2	183
Columbian.....	43	5.2	52	6.3	30	7.7	57	8.9	48	9.7	187
Comenius.....	71	5.1	91	5.8	78	7.4	70	8.3	65	9.3	304
Druid Hill.....	.....	.....	41	6.3	24	7.2	24	9.2	14	9.3	103
Dupont.....	35	5.2	55	6.4	40	8.1	32	9.0	19	9.1	146
Farnam.....	73	5.3	61	6.2	49	7.5	73	8.4	71	9.6	254
Forest.....	48	5.1	39	6.	48	7.3	38	8.4	44	9.9	169
Franklin.....	55	5.2	96	6.4	64	8.	62	9.	50	10.4	272
Gibson.....	.....	.....	13	6.	.....	.....	18	8.2	15	10.5	46
Kellom.....	122	5.1	146	6.2	166	7.8	124	9.4	146	10.2	582
Lake.....	126	5.1	161	6.5	78	7.5	125	8.6	126	10.	490
Leavenworth.....	56	5.	110	7.1	49	7.6	81	9.6	57	10.3	297
Lincoln.....	82	5.2	69	6.3	44	7.2	68	8.5	43	9.1	224
Long.....	108	5.1	169	7.3	105	8.1	106	9.1	140	10.	520
Lothrop.....	71	5.1	70	6.2	58	7.8	83	8.5	66	9.3	277
Mason.....	95	5.1	116	6.3	89	7.5	102	9.1	93	10.	400
Monm'uth Pk.....	.....	.....	43	6.	27	7.4	19	8.8	15	9.3	104
Omaha View.....	52	5.3	54	6.6	75	8.	47	8.5	67	9.8	243
Pacific.....	82	6.	133	7.	92	8.3	121	9.9	85	11.4	431
Park.....	58	5.1	65	6.1	54	7.1	88	8.6	81	9.2	288
Saratoga.....	54	5.1	59	6.2	80	7.5	71	8.9	84	9.7	294
Saunders.....	47	5.3	45	6.3	28	8.3	31	9.1	31	9.7	135
Sherman.....	.....	.....	34	6.4	12	7.1	29	8.8	33	9.2	108
Train.....	75	5.	114	6.3	54	7.7	77	8.4	72	9.7	317
Vinton.....	58	5.2	58	6.2	36	7.5	44	8.8	42	9.6	180
Walnut Hill.....	59	5.2	55	6.1	47	7.2	73	8.6	62	9.8	237
Webster.....	84	5.2	59	6.1	92	7.5	89	8.7	50	9.8	290
Windsor.....	29	5.2	29	6.5	34	7.5	33	9.2	51	9.9	147
	1970		2615		1974		2214		2060		8863

TABLE XI.

Number Pupils Registered in Grammar Grades, and Average Age in Each Grade.

SCHOOLS.	5TH GRADE		6TH GRADE		7TH GRADE		8TH GRADE		Whole Number Registered in Grammar Grades
	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	
High School.....									
Bancroft.....	37	10.6	46	12.6	53	13.4	24	13.3	160
Beal.....			5	12.4			2	15.	7
Cass.....	87	11.4	75	12.2	44	13.1	35	13.8	241
Castellar.....	99	10.9	103	11.6	53	12.7	48	13.5	303
Central.....	96	10.6	81	12.2	84	12.6	48	14.3	309
Central Park....	21	11.5	26	11.5	16	12.9	24	13.7	87
Clifton Hill....	51	11.	17	11.4					68
Columbian.....	49	10.6	43	12.	70	12.9	33	13.3	195
Comenius.....	76	10.6	50	11.7	34	12.2	44	13.4	204
Druid Hill.....									
Dupont.....									
Farnam.....	92	10.5	91	11.9	43	12.7	51	13.7	277
Forest.....	16	10.4	35	11.9					51
Franklin.....	40	11.1	53	11.9	58	12.5	19	12.9	170
Gibson.....									
Kellom.....	126	11.3	119	12.2	84	13.2	74	13.9	403
Lake.....	130	11.	96	12.	84	12.7	74	13.6	384
Leavenworth....	44	11.6	76	12.1					120
Lincoln.....	52	10.5	48	11.2	42	12.3	45	14.6	187
Long.....	140	11.1	99	12.	68	12.8	67	13.8	374
Lothrop.....	95	10.7	71	12.3	58	12.7	73	13.4	297
Mason.....	85	11.3	80	11.8	82	12.9	82	14.5	329
Monmouth Pk..									
Omaha View....	66	11.	47	12.1	47	12.5	34	14.1	194
Pacific.....	89	11.6	49	11.8	42	13.8	31	13.9	211
Park.....	80	10.3	74	11.7	102	12.6	96	13.6	352
Saratoga.....	103	10.9	90	12.3	52	12.9	35	13.5	280
Saunders.....	45	10.8	32	11.5	29	12.4	35	13.	141
Sherman.....	23	11.9	14	12.6	13	12.6			50
Train.....	54	10.9	47	12.3	31	12.9			132
Vinton.....	47	10.8	29	11.8	28	12.1	15	13.	119
Walnut Hill....	54	10.9	61	12.1	67	13.6	45	13.6	227
Webster.....	75	10.9	76	12.1	41	13.	51	13.5	243
Windsor.....	47	11.1	44	12.1	31	12.7	25	13.7	147
	2019		1777		1356		1110		6262

TABLE XII.  
Number of Pupils at the Several Ages for 1902—1903.

SCHOOLS	5			6			7			8		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School....	..	..	....	..	..	....	..	..	....	..	..	....
Bancroft.....	23	19	42	14	10	24	28	17	45	20	27	47
Beal.....	11	11	22	11	8	19	6	13	19	5	3	8
Cass.....	44	48	92	42	46	88	56	38	94	52	39	91
Castellar.....	46	56	102	36	50	86	44	29	73	29	39	68
Central.....	35	32	67	32	41	73	39	32	71	33	32	65
Central Park...	15	17	32	17	8	25	15	11	26	19	14	33
Clifton Hill....	20	26	46	20	15	35	21	19	40	17	18	35
Columbian.....	20	20	40	25	12	37	25	17	42	11	23	34
Comenius.....	49	47	96	27	38	65	34	38	72	30	23	53
Druid Hill.....	4	8	12	9	15	24	7	8	15	13	9	22
Dupont.....	20	18	38	20	17	37	11	6	17	15	18	33
Farnam.....	33	28	61	25	32	57	25	36	61	30	31	61
Forest.....	25	25	50	17	16	33	17	22	39	22	12	34
Franklin.....	29	23	52	31	31	62	26	26	52	28	24	52
Gibson.....	3	2	5	3	3	6	4	3	7	3	4	7
Kellom.....	72	65	137	38	55	93	62	46	108	65	59	124
Lake.....	67	60	127	43	64	107	35	50	85	47	54	101
Leavenworth...	31	32	63	25	19	44	27	32	59	22	16	38
Lincoln.....	39	35	74	30	31	61	32	21	53	29	28	57
Long.....	45	51	96	19	24	43	81	54	135	48	62	110
Lothrop.....	39	33	72	29	22	51	26	25	51	41	39	80
Mason.....	56	55	111	44	39	83	35	23	58	41	29	70
Monmouth Pk..	6	8	14	11	16	27	13	6	19	7	9	16
Omaha View....	19	25	44	22	21	43	31	23	54	22	21	43
Pacific.....	10	13	23	48	54	102	42	35	77	34	36	70
Park.....	35	29	64	22	29	51	27	19	46	36	37	73
Saratoga.....	24	28	52	29	22	51	33	29	62	28	28	56
Saunders.....	23	18	41	15	17	32	10	12	22	24	7	31
Sherman.....	3	7	10	9	4	13	12	6	18	9	15	24
Train.....	49	39	88	34	29	63	32	33	65	29	39	68
Vinton.....	29	33	62	19	24	43	13	17	30	18	20	38
Walnut Hill....	28	23	51	25	27	52	28	24	52	26	24	50
Webster.....	39	40	79	32	23	55	31	38	69	35	30	65
Windsor.....	8	17	25	7	9	16	19	22	41	11	18	29
Comenius N'gt..	..	..	....	..	..	....	..	..	....	..	..	....
Kellom.....	..	..	....	..	..	....	..	..	....	..	..	....

TABLE XII.—CONTINUED.

Number of Pupils at the Several Ages for 1902—1903.

SCHOOLS	9			10			11			12		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School....	..	..	....	..	..	....	..	..	....	7	8	15
Bancroft.....	20	10	30	22	15	37	15	19	34	20	18	38
Beal.....	2	6	8	1	1	2	1	..	1	2	5	7
Cass.....	51	27	78	49	43	92	53	56	109	44	46	90
Castellar.....	33	39	72	50	38	88	39	39	78	23	44	67
Central.....	40	38	78	28	28	56	37	44	81	38	36	74
Central Park....	8	12	20	24	14	38	12	8	20	12	13	25
Clifton Hill....	18	16	34	27	19	46	14	14	28	15	7	22
Columbian.....	21	25	46	22	22	44	29	20	49	22	22	44
Comenius.....	29	37	66	20	30	50	34	26	60	31	20	51
Druid Hill.....	7	4	11	3	7	10	4	..	4	2	1	3
Dupont.....	21	15	36	10	6	16	2	..	2	1	1	2
Farnam.....	32	36	68	27	25	52	34	32	66	30	35	65
Forest.....	11	17	28	11	20	31	13	12	25	9	6	15
Franklin.....	17	28	45	29	29	58	25	25	50	24	21	45
Gibson.....	3	2	5	6	3	9	1	..	1	2	3	5
Kellom.....	51	53	104	51	51	102	64	60	124	57	63	120
Lake.....	43	62	105	57	52	109	41	47	88	49	50	99
Leavenworth...	32	33	65	27	34	61	25	23	48	25	21	46
Lincoln.....	22	24	46	29	27	56	13	23	36	18	15	33
Long.....	56	51	107	62	58	120	59	62	121	53	46	99
Lothrop.....	29	24	53	37	33	70	21	31	52	43	47	90
Mason.....	34	50	84	34	50	84	32	43	75	39	41	80
Monmouth Pk..	8	7	15	4	2	6	3	2	5	1	....	1
Omaha View....	35	19	54	29	35	64	28	25	53	24	27	51
Pacific.....	31	44	75	47	40	87	52	34	86	39	37	80
Park.....	42	43	85	42	32	74	35	38	73	38	42	80
Saratoga.....	39	34	73	36	37	73	32	41	73	37	34	71
Saunders.....	14	16	30	19	22	41	21	13	34	24	19	43
Sherman.....	11	7	18	12	9	21	10	8	18	7	8	15
Train.....	34	33	67	17	26	43	22	18	40	23	19	42
Vinton.....	20	21	41	15	18	33	24	21	45	16	12	28
Walnut Hill....	17	32	49	19	30	49	22	26	48	17	26	43
Webster.....	30	28	58	33	34	67	21	34	55	26	37	63
Windsor.....	18	12	30	18	14	32	23	19	42	26	19	45
Comenius N'gt..	..	1	1	..	..	....	3	2	5	5	3	8
Kellom.....	..	..	....	..	..	....	..	..	....	..	1	1



TABLE XII—CONTINUED.

Number of Pupils at the Several Ages for 1902-1903.

SCHOOLS	13			14			15			16		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High School.....	37	60	97	124	165	289	171	233	404	163	194	357
Bancroft.....	18	25	43	17	11	28	9	2	11	5	3	8
Beal.....	1	1	1	2	1	3	...	...	...	1	...	1
Cass.....	34	56	90	21	18	39	10	12	22	2	4	6
Castellar.....	43	34	77	12	19	31	4	1	5	...	1	1
Central.....	30	33	63	18	15	33	9	13	22	4	4	8
Central Park. . .	8	10	18	5	6	11	6	5	11	1	1	2
Clifton Hill.....	6	7	13	2	...	2	...	1	1	...	...	...
Columbian.....	27	22	49	12	8	20	8	7	15	1	2	3
Comenius.....	15	15	31	10	14	24	3	6	9	1	...	1
Druid Hill.....	2	...	2	...	...	...	...	...	...	...	...	...
Dupont.....	...	...	...	...	...	...	...	...	...	...	...	...
Farnam.....	28	34	62	20	21	41	4	3	7	...	1	1
Forest.....	5	3	8	3	1	4	1	...	1	...	...	...
Franklin.....	22	24	46	10	12	22	4	7	11	1	1	2
Gibson.....	...	1	1	...	...	...	...	...	...	...	...	...
Kellom.....	31	44	75	37	33	70	18	20	38	5	6	11
Lake.....	47	51	98	24	27	51	12	13	25	4	1	5
Leavenworth.....	12	17	39	10	4	14	2	1	3	1	1	2
Lincoln.....	15	15	30	13	10	23	4	8	12	3	6	9
Long.....	46	47	93	20	30	50	8	16	24	1	1	2
Lothrop.....	31	33	64	26	19	45	6	4	10	2	3	5
Mason.....	45	33	78	18	25	43	17	21	38	2	11	13
Monm'uth Pk....	1	...	1	...	...	...	...	...	...	...	...	...
Omaha View.....	16	26	42	14	7	21	5	11	16	3	1	4
Pacific.....	25	26	51	26	24	50	14	9	23	3	...	3
Park.....	35	39	74	25	28	48	10	11	21	3	5	8
Saratoga.....	19	38	57	21	20	41	11	2	13	1	4	5
Saunders.....	9	17	26	6	9	15	2	1	3	2	2	4
Sherman.....	4	5	9	5	3	8	3	...	3	...	...	...
Train.....	15	11	26	7	11	18	1	2	3	...	1	1
Vinton.....	12	11	23	4	7	11	1	2	3	...	...	...
Walnut Hill.....	32	33	65	15	18	33	7	12	19	7	4	11
Webster.....	33	19	52	10	23	33	8	7	15	3	2	5
Windsor.....	18	10	28	13	13	26	2	1	3	3	1	4
Comenius N'gt...	13	6	19	17	11	28	27	8	35	18	3	21
Kellom " "...	2	1	3	10	2	12	14	5	19	15	4	19



TABLE XII.—CONCLUDED.

Number of Pupils at the Several Ages for 1902—1903.

SCHOOLS.	17			18			19			20			21			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
High School....	101	199	300	56	55	111	18	30	48	3	7	10	6	2	8	1639
Bancroft.....	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	388
Beal.....	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	91
Cass.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	891
Castellar.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	749
Central.....	4	2	6	..	..	..	..	..	..	..	..	..	..	..	..	697
Central Park...	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	262
Clifton Hill.....	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	302
Columbian.....	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	425
Comenius.....	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	579
Druid Hill.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	103
Dupont.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	181
Farnam.....	1	...	1	..	..	..	1	..	1	..	..	..	..	..	..	604
Forest.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	268
Franklin .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	497
Gibson.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46
Kellom .....	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	1107
Lake.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1000
Leavenworth....	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	473
Lincoln .....	1	1	2	..	1	1	..	..	..	..	..	..	..	..	..	493
Long.....	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	1002
Lothrop .....	1	...	1	1	..	1	..	..	..	..	..	..	..	..	..	645
Mason.....	..	7	7	..	..	..	..	..	..	..	..	..	..	..	..	824
Monmouth Pk....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	104
Omaha View....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	489
Pacific.....	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	724
Park .....	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	698
Saratoga.....	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	628
Saunders .....	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	323
Sherman.....	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	158
Train.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	524
Vinton .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	357
Walnut Hill....	1	...	1	..	..	..	..	..	..	..	..	..	..	..	..	523
Webster.....	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	617
Windsor.....	..	..	..	..	..	..	1	1	..	1	1	..	..	..	..	323
Comenius N'gt... 14	4	18	8	2	10	8	..	8	7	2	9	76	8	84	246	
Kellom " ... 13	1	14	8	4	12	5	..	5	6	1	7	21	14	35	127	

TABLE XIII.

Number Pupils in Each Grade After June Promotion.

SCHOOLS.	Class	Ninth Grade	Eighth Grade	Seventh Grade	Sixth Grade	Fifth Grade	Fourth Grade	Third Grade	Second Grade	First Grade	Kindergarten	Total A and B	GRAND TOTAL
Bancroft.....	A	22	21	22	16	21	24	23	24	36	10	219	
	B	..	..	24	16	13	22	15	21	10	..	121	340
Beal.....	A	..	..	..	..	..	..	10	9	17	..	36	
	B	..	..	..	..	..	..	..	..	12	6	18	54
Cass.....	A	12	16	22	48	23	79	55	42	98	..	395	
	B	..	9	21	27	23	28	58	38	50	18	272	667
Castellar.....	A	31	23	27	52	57	43	57	43	56	..	389	
	B	..	6	16	30	40	31	25	22	33	18	221	610
Central .....	A	28	36	41	40	29	23	47	30	44	..	318	
	B	..	12	26	33	38	41	22	15	23	10	220	538
Central Park .....	A	15	13	15	12	31	19	14	16	31	..	166	
	B	..	3	..	4	5	10	5	13	1	10	51	217
Clifton Hill.....	A	..	..	8	12	19	18	17	30	35	..	139	
	B	..	..	..	28	20	19	24	15	8	10	124	263
Columbian .....	A	20	29	24	20	24	31	21	22	35	..	226	
	B	..	3	12	19	23	16	18	8	18	6	123	349
Comenius.....	A	5	33	13	26	44	39	37	22	56	20	295	
	B	..	10	12	19	32	17	31	31	39	..	191	486
Druid Hill.....	A	..	..	..	..	..	9	12	16	6	..	43	
	B	..	..	..	..	..	8	9	8	12	..	37	80
Dupont .....	A	..	..	..	..	..	19	12	24	29	..	84	
	B	..	..	..	..	..	8	15	21	17	10	71	155
Farnam.....	A	33	27	35	34	46	46	33	46	47	..	347	
	B	..	5	7	41	45	23	19	8	1	10	159	506
Forest.....	A	..	..	12	3	22	21	30	21	23	..	132	
	B	..	..	..	13	9	14	11	12	9	11	79	211
Franklin .....	A	11	39	28	15	26	31	34	42	40	..	266	
	B	..	3	19	18	17	25	18	24	30	9	163	429
Gibson .....	A	..	..	..	..	..	13	15	7	5	..	40	
	B	..	..	..	..	..	..	..	..	..	..	..	40
Kellom .....	A	28	53	44	66	76	86	90	66	85	..	594	
	B	..	19	25	36	36	30	32	45	36	22	271	865
Lake. ....	A	41	50	25	49	69	69	60	86	87	..	536	
	B	..	25	10	45	53	36	41	5	18	28	261	797

TABLE XIII.—CONCLUDED.

SCHOOLS.	Class.	Ninth Grade.	Eighth Grade.	Seventh Grade.	Sixth Grade.	Fifth Grade.	Fourth Grade.	Third Grade.	Second Grade.	First Grade.	Kindergarten.	Total A and B.	GRAND TOTAL.
Leavenworth .....	A ...	...	30	21	22	38	19	37	49	4	216		
	B ..			22	18	20	23	21	25	...	132	348	
Lincoln .....	A 14	21	51	17	21	42	17	57	50	...	290		
	B ..	16	1	4	23	28	19	20	3	23	137	427	
Long .....	A 29	38	30	60	72	49	58	110	68	...	514		
	B ...	5	22	47	51	53	43	30	25	26	302	816	
Lothrop .....	A 44	23	33	57	36	43	35	19	24	...	236		
	B ...	13	20	22	31	18	26	26	56	14	314	540	
Mason .....	A 32	48	32	46	44	47	38	57	37	38	419		
	B ...	17	11	23	34	40	53	37	39	...	254	673	
Monmouth Park .....	A ...	...	...	...	...	6	11	15	3	...	35		
	B ...	...	...	...	...	13	6	12	11	...	42	77	
Omaha View .....	A 20	19	14	31	26	21	34	32	37	...	234		
	B ...	6	18	16	28	29	25	13	21	7	163	397	
Pacific .....	A 7	18	13	25	37	59	44	46	69	...	318		
	B ...	15	15	26	41	23	42	26	43	20	251	569	
Park .....	A 50	41	36	34	50	50	25	36	42	...	364		
	B ...	32	35	26	33	20	29	18	21	5	219	583	
Saratoga .....	A 14	12	33	42	54	32	48	44	35	...	314		
	B ...	16	23	41	34	30	28	20	8	13	213	527	
Saunders .....	A 13	26	10	13	24	27	21	22	24	...	180		
	B ...	11	2	14	25	3	...	...	15	11	81	261	
Sherman .....	A ...	6	4	8	10	12	13	9	10	...	72		
	B ...	...	6	7	9	15	11	1	9	...	58	130	
Train .....	A ...	19	20	34	32	40	30	44	60	...	279		
	B ...	...	7	10	15	17	27	17	27	23	143	422	
Vinton .....	A ...	14	10	18	17	20	10	25	35	...	149		
	B ...	13	10	13	22	20	14	17	20	14	143	292	
Walnut Hill ..	A 19	29	27	25	29	43	30	34	35	...	271		
	B ..	17	20	21	21	26	22	17	17	15	176	447	
Webster .....	A 24	21	29	35	36	37	46	47	50	...	325		
	B ...	13	10	33	31	14	39	29	9	22	200	525	
Windsor .....	A 10	13	15	13	27	26	32	20	25	...	181		
	B ...	7	11	17	22	13	9	2	3	2	86	267	

TABLE XIV.  
Kindergarten Enrollment.

SCHOOLS.	Enrollment	Average Number belonging	Average Daily Attendance
Bancroft.....	51	33.6	30.5
Beal.....	26	18.	15.2
Cass.....	69	43.2	37.2
Castellar.....	79	48.9	44.3
Central.....	76	44.2	39.6
Central Park.....	35	23.2	20.3
Clifton Hill.....	51	40.1	35.2
Columbian.....	43	27.5	25.3
Comenius.....	71	46.4	42.5
Druid Hill.....			
Dupont.....	35	24.2	21.9
Farnam.....	73	46.2	42.
Forest.....	48	31.4	28.1
Franklin.....	55	42.3	39.1
Gibson.....			
Kellom.....	122	79.8	71.4
Lake.....	126	83.7	76.
Leavenworth.....	56	34.1	30.8
Lincoln.....	82	56.7	52.7
Long.....	108	72.9	64.9
Lothrop.....	71	50.	45.
Mason.....	95	56.6	50.6
Monmouth Park.....			
Omaha View.....	52	35.2	31.2
Pacific.....	82	57.2	51.2
Park.....	58	44.2	40.7
Saratoga.....	54	36.3	33.1
Saunders.....	47	28.5	24.3
Sherman.....			
Train.....	75	45.8	41.3
Vinton.....	58	40.1	36.4
Walnut Hill.....	59	45.9	41.1
Webster.....	84	58.6	56.6
Windsor.....	29	22.5	19.8
	1970	1317.3	1188.3

## Truant Officer's Report.

---

TO THE HONORABLE BOARD OF EDUCATION,

GENTLEMEN: — In taking up the work, this department made it a rule to learn as much as possible about the children who were not attending school. The principals and teachers were asked to furnish the names of children that were not regular in attendance.

Stores, manufacturing places and in short every place where children of school age, who were not attending school, could be found, were visited. When a child was found out of school, the parents were interviewed and the cause of his being out was ascertained.

Many reasons were given why children were not in school. Some were sick; a few had met with accidents; some were kept out to work; some played truant; some went home with tales about the teacher, or principal, or both and the parents believing them, allowed the children to stay at home without going to the school to find out the truth about the matter. Many were kept out a half day or a day nearly every week to go on errands or to do odd jobs that could have been attended to after school hours or on Saturdays.

Many parents either do not know the value of the school hours or they do not care. They keep the children out for every little thing that happens and of course the lessons are not learned. When the children fall behind with their school work it is hard for them to make it up. The children become discouraged and want to leave school and go to work. The parents allow them to do this.

After awhile the children get tired of the work and give it up. By this time these boys and girls think that they are too

large to go into the class in which they belong. The result is that we have a large number of boys and girls that neither go to school nor work.

Fifteen hundred and ninety cases were looked up and records of them made. A record gives the pupil's name, age, birthday, place of birth, grade, class, residence, half days absent, times tardy, principal's signature, reason of absence or tardiness, what the parents intend to do, and parent's signature.

A great many night calls and early morning calls were made in order to find some of the parents and children at home.

By getting the co-operation of the parents it was not difficult to improve the attendance. A very large majority of the parents did a great deal to help this department with its work.

All of the employers who had children of school age working for them dismissed them when the matter of attending school was laid before them. They all thought it was a good thing to send the children to school.

Mr. C. E. Watson and Mr. Burrett Bush, labor commissioners, worked in harmony with the department and gave much valuable assistance, which is greatly appreciated.

Work was found for fourteen boys above the school age. With the help of friends, including the schools, shoes and clothing were furnished for twenty girls and boys. The schools helped a great many besides the twenty counted above.

Copies of the anti-cigarette and anti-tobacco laws were put up in nine hundred places where tobacco was sold.

With the new compulsory attendance law now in force, greater good can be done. The new law has raised the age limit from fourteen to fifteen years, and it now requires that the pupil shall begin at the first of the school year and attend consecutively two-thirds of the number of weeks that the schools are in session.

Very respectfully,

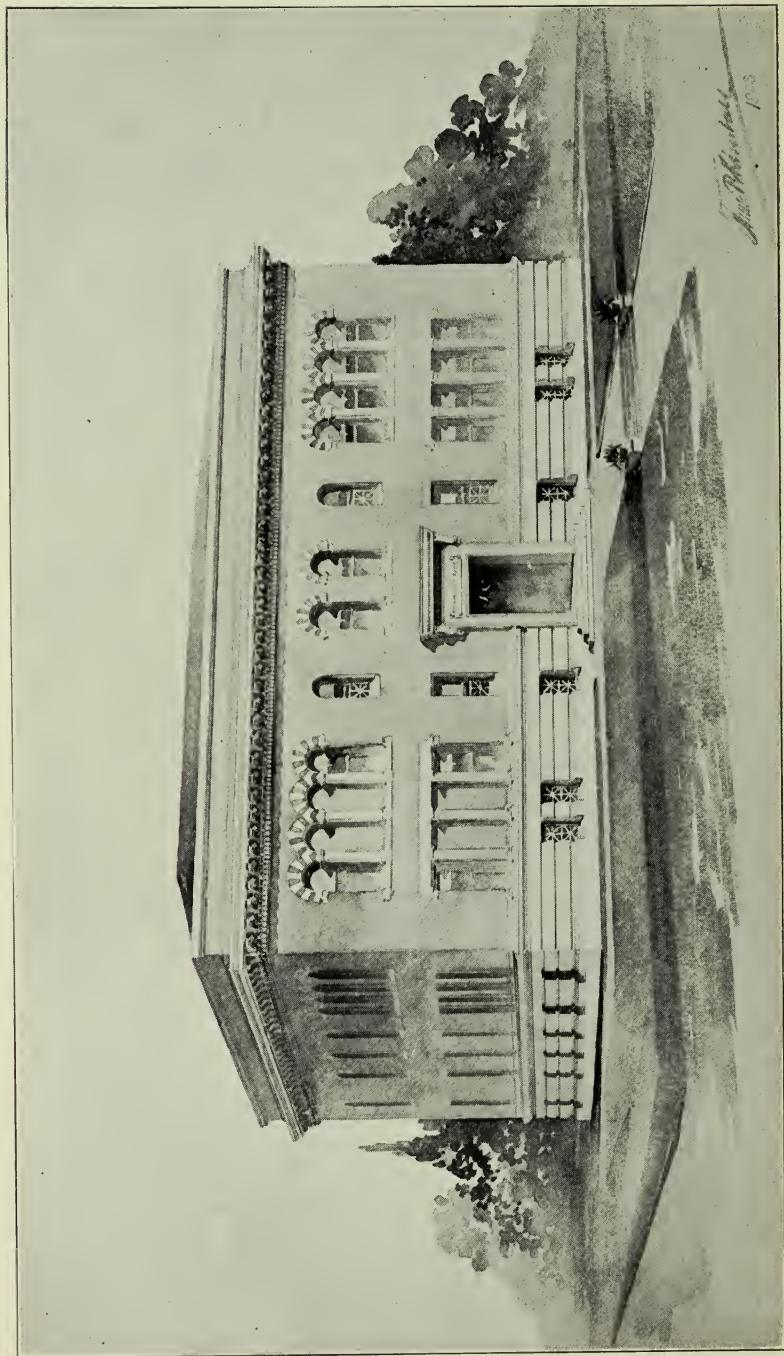
WILLIAM PARKER,

Omaha, June 30, 1903.

Truant Officer.







MONMOUTH PARK SCHOOL — Thomas R. Kimball, Architect

## APPENDIX.

---

Containing names, addresses, places of employment and salaries of teachers and janitors; also the location and valuation of School District property and the School Boundaries.

## NAMES, ADDRESSES AND SALARIES OF TEACHERS — October 1, 1903.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Adams, Anna	Mathematics	High	314 N. 23d St.	\$110 00
Adams, Louise	Sixth and Seventh	Bancroft	318 S. 26th St.	75 00
Alexander, Ada	Seventh and Eighth	Columbian	1326 S. 30th Ave.	80 00
Allan, Elizabeth	Second	Kellom	522 N. 26th St.	70 00
Allen, Elizabeth	Kg. Director	Vinton	1017 S. 36th St.	55 00
Alter, Mary	Sixth and Seventh	Train	117 S. 25th St.	75 00
Alvison, Vivian	First	Castellar	2640 Caldwell St.	70 00
Anderson, Cora S., Mr3.	Seventh	Central	417 N. 25th St.	75 00
Anderson, May	Fifth	Kellom	1913 S. 15th St.	70 00
Andreen, Olga	Sixth and Seventh	Comenius	1703 S. 16th St.	75 00
Andress, Bessie	Third	Bancroft	2003 S. 8th St.	**
Andress, Ella	Fifth	Mason	2003 S. 8th St.	65 00
Arnold Fannie	Supervisor of Music		323 N. 17th St.	130 00
*Atkinson, Ada I., Mrs.	History	High	311 N. 33d St.	110 00
Austin, Mary	Fifth	Omaha View	3831 Charles St.	50 00
Ayers, Maud	First	Pacific	7, Davidge Blk.	70 00
Bailey, Gertrude	Kg. Assistant	Clifton Hill	202 N. 18th St.	40 00
Bake, Cora	Fifth	Castellar	1722 Dodge St.	**
Baker, Minnie	First	Lothrop	318 N. 17th St.	70 00
Banker, Lizzie	Second (Prim.)	Leavenworth	2019 St. Mary's Ave.	115 00
Barber, F. A.	Penmanship	High	115 S. 20th St.	80 00
Barr, Margaret	Fifth	Castellar	4722 Capitol Ave.	65 00
Bartlett, Eva	Seventh	Park	1517 S. 26th St.	75 00
Bartos, Anna	Second and Third	Comenius	3855 Charles St.	**
Bauer, Mary	Fifth and Sixth	Lake	2218 Cass St.	70 00
Beall, Della	Fifth and Sixth	Central Park	3332 Meredith Ave.	70 00
Beedle, Belle	Sixth	Mason	1906 S. 33d St.	60 00
Beedle, Mary	Fourth	Comenius	1417 Vinton St.	70 00
Bennett, Anna	Kg. Director	Forest	1824 Bancroft St.	55 00

\*Widow.

\*\*Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Bennett, Nelle.....	Sixth and Seventh.....	Pacific.....	Millard Hotel .....	80 00
Bernstein, Nathan.....	Hd. Physics Dpt.....	High.....	2622 Capitol Ave.....	130 00
Bernstein, Rose.....	Third and Fourth.....	Cass.....	2622 Capitol Ave.....	70 00
Blackburn, Clara.....	First.....	Lake.....	The Sherman .....	70 00
Blackmore, Ida.....	Seventh.....	Long.....	2416 Parker St .....	75 00
Blessing, Hermine.....	Kg. Director.....	Windsor.....	1113 S. 29th St.....	60 00
Bondesson, Lillian.....	First and Second.....	Omaha View.....	822½ S. 20th St.....	65 00
Bonnell, Daisy.....	Biology.....	High.....	2303 Douglas St.....	80 00
Borglum, Theodora.....	English, etc.....	High.....	The Barnard .....	**
Boutelle, Carrie.....	Kg. Director.....	Mason.....	2217 Capitol Ave.....	75 00
Boutelle, Anna.....	Kg. Assistant.....	Franklin.....	2217 Capitol Ave.....	45 00
Boyd, Margaret.....	First.....	Lincoln.....	2040 Farnam St.....	70 00
*Boyd, Ellen C., Mrs.....	First.....	Vinton.....	2453 S. 17th St.....	70 00
Bracelen, C. M.....	Hd. Hist. Dept.....	High.....	2217 Douglas St.....	110 00
Bradley, Lucretia S., Mrs.....	Seventh.....	Franklin.....	3302 Franklin St.....	75 00
Bradman, Alice.....	Fourth and Fifth.....	Train.....	2036 Farnam St.....	**
Bradshaw, Emma.....	Third and Fourth.....	Pacific.....	4915 Cass St .....	70 00
Brainard, Lida.....	Fifth and Sixth.....	Cass.....	3214 Hamilton St.....	70 00
Brandeis, Hellen.....	German, etc.....	High.....	205 S. 35th Ave.....	80 00
Broadfield, Anna.....	First and Second.....	Sherman.....	3019 Leavenworth St.....	**
Brolliar, Mary.....	Eighth.....	Lake.....	3212 N. 21st St.....	80 00
Brown, Amelia.....	Second and Third.....	Central.....	221 N. 24th St.....	70 00
Brown, Florence.....	First.....	Lake.....	810 S. 30th St.....	70 00
Brown, Kate.....	Second (Prim.).....	Bancroft.....	2630 Dewey Ave.....	110 00
Browne, Carrie.....	Mathematics.....	High.....	212 N. 25th St.....	70 00
Browne, Kate.....	Kg. Director.....	Cass.....	212 N. 25th St.....	70 00
Bruichert, Lydia.....	First.....	Castellar.....	1115 Dorcas St.....	70 00
Brunner, Mary.....	Fifth.....	Lake.....	1525 N. 17th St.....	70 00
Brunner, Laura.....	Kg. Assistant.....	Cass.....	414 N. 19th St.....	50 00
Burnett, Lida.....	Fourth.....	Webster.....	602 South 30th St.....	70 00
Burnett, Louise.....	Kg. Director.....	Saunders.....	602 S. 30th St .....	55 00
Burns, Ethel.....	Second and Third.....	Long.....	3024 Cass St.....	50 00
Burns, Selena.....	First.....	Franklin.....	3024 Cass St .....	70 00

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Butterfield, Frances	Fourth (Prin.)	Dupont	2423 Dodge St.	95 00
Byrne, Irene			116 S. 29th St.	70 00
Cain, Stella	Third	Long	2617 Emmet St.	70 00
Campbell, Allie	First	Pacific	415 N. 25th St.	70 00
Campbell, Blanche	Kg. Director	Bancroft	2515 Jones	55 00
Carey, Gertrude	Fourth	Kellom	1938 S. 35th St.	55 00
Carey, Mabel	Sixth	Castellar	1315 S. 32d St.	70 00
Case, Bertha	Third and Fourth	Walnut Hill	526 S. 30th St.	60 00
Chambers, Alice	Kg. Director	Saratoga	2902 N. 25th St.	70 00
Chambers, Bessie	Fourth and Fifth	Cass	2902 N. 25th St.	**
Charde, Jean	Fourth	Saratoga	2536 Dodge St.	55 00
Chatelain, Alphonsine, Mrs.	German, etc.	High	408 N. 26th St.	110 00
Chittenden, Orietta S., Mrs.	Supervisor Kgs		831 Georgia Ave.	130 00
*Christianity, Martha W., Mrs.	First (Prin.)	Druid Hill	2017 Harney St.	80 00
Claytor, Ora	First	Dupont	1624 Military Ave.	70 00
Cleveland, Sophie	First	Kellom	2218 Chicago St.	70 00
Coburn, Dora	First	Webster	2706 Bristol St.	70 00
Comstock, Lee	Kg. Assistant	Walnut Hill	209 S. 36th St.	45 00
Cooke, Martha	Sixth	Castellar	532 Park Ave.	70 00
Cooley, Minta	First and Second	Windsor	412 S. 27th Ave.	70 00
Cooper, Clara	Supervisor Primary Grades		2817 Poppleton Ave.	130 00
Cooper, Mary	Fifth	Lothrop	537 Park Ave.	**
Copeland, May	Latin, etc.	High	211 S. 25th St.	110 00
Craig, Martha	Eighth	Mason	2225 Dodge St.	80 00
Craig, Nellie	Fifth	Windsor	2603 Woolworth Ave.	55 00
Crane, Katherine	Seventh and Eighth	Cass	527 Park Ave.	80 00
Crane, Minnie	Latin, etc.	High	527 Park Ave.	**
Cultra, Ruth	Third and Fourth	Leavenworth	708 South 36th St.	**
Dahlstrom, Edith	Second	Pacific	2526 Chicago St.	45 00
Dasenbrock, J. D.	Commercial German	High	103 Stanford Circle	80 00
Davenport, Ethel	Second and Third	Webster	The Shriner	70 00

\*\*Paid by the day.

\*Widow.



# APPENDIX.

93

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Davis, Ellen.....	Second	Webster.....	216 N. 23d St.....	70 00
Davis, Minnie.....	Kg. Director.....	Train.....	2562 Harney St.....	70 00
Dawson, Agnes.....	Sixth and Seventh.....	Cass.....	212 S. 25th St.....	75 00
DeBolt, Annette.....	Second and Third.....	Druid Hill.....	2732 Charles St.....	70 00
DeGraff, Myrtle.....	Fifth and Sixth.....	Kellom.....	3016 Mason St.....	70 00
DeMoss, Eva.....	Sixth.....	Park.....	2619 Caldwell.....	**
Detweiler, Florence.....	Third.....	.....	1332 Park Ave.....	**
Dietrich, Mary.....	Second, Third and Fourth (Prin.).....	Saratoga.....	853 S. 28th St.....	**
Doyle, Isabelle.....	.....	Monmouth Park.....	The Barnard.....	80 00
Doyle, Mima.....	First.....	Comenius.....	The Barnard.....	70 00
Duncan, Hattie.....	Fourth.....	Cass.....	2608 Dodge St.....	70 00
Dunham, Elizabeth.....	Kg. Assistant.....	Mason.....	712 S. 17th St.....	50 00
Dunn, Elizabeth.....	Fourth.....	Castellar.....	1950 S. 16th St.....	70 00
Dye, Minnie.....	First, Second and Fourth.....	Franklin and Walnut Hill.....	3846 Hamilton St.....	80 00
Eaton, Franc.....	Fifth and Sixth (Prin.).....	Forest.....	Mil'ard Hotel.....	100 00
Eddy, Harriet.....	Sixth (Prin.).....	Windsor.....	The Winona.....	105 00
Edwards, Grace.....	Third.....	Mason.....	3830 Charles St.....	60 00
Edwards, Helen.....	Kg. Assistant.....	Cass.....	2510 Capitol Ave.....	**
Elcock, Elizabeth.....	Seventh.....	Lake.....	2202 Miami St.....	75 00
Elcock, Lucy.....	Second.....	Lothrop.....	2202 Miami St.....	70 00
Elder, Clara.....	Seventh and Eighth.....	Lothrop.....	625 Georgia Ave.....	80 00
Elgin, Mary.....	Sixth.....	Cass.....	3427 South 13th St.....	70 00
Ellsworth, Mary.....	First.....	Cass.....	2511 Pierce St.....	55 00
Elsasser, Sophie.....	Third and Fourth.....	Sherman.....	1723 Dorcas St.....	40 00
Evans, Lucy.....	Fourth.....	Central.....	2013 Grace St.....	70 00
Evans, Matilda.....	Seventh and Eighth.....	Park.....	1309 South 31st St.....	80 00
Eveleth, Susan.....	Eighth.....	Park.....	313 South 26th St.....	80 00
Ewers, Edith.....	Kg. Assistant.....	Saratoga.....	2803 Ohio St.....	**
Fairchild, Carrie.....	Fourth and Fifth.....	Long.....	2736 Decatur St.....	60 00

\*\*Paid by the day.

†Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Fisk, Frances	Eighth	Kellom	The Shriner	80 00
Fitch, Mary	Principal	Central	Madison Hotel	130 00
Flanagan, Stella	Second	Forest	1613 N. 22d St.	40 00
Fleming, Ida D., Mrs.	Hd. Dpt. Const. Eng.	High	1822 Binney St.	110 00
Foos, Anna	Principal	Kellom	The Madison	150 00
Foos, Catherine	Second	Kellom	Cass St.	70 00
Freeland, Julia	Fifth and Sixth	Clifton Hill	3313 Cuming St.	**
*French, Ida M., Mrs.	Third	Windsor	2517 South 32d St.	70 00
Freid, Mathilde	Second	Lake	2032 N. 19th St.	70 00
Frisk, E. E.	Physics, etc.	High	1318 S. 25th St.	100 00
Galloway, Claudia	Fourth and Fifth	Columbian	1824 Wirt St.	**
Gibbs, Eliza	Third	Park	2015 Sherman Ave.	70 00
Gilchrist, Anna	Fourth and Fifth	Lake	2804 Meredith Ave.	65 00
Gillis, Anna	Fifth and Sixth	Train	2404 Cass St.	70 00
*Gluck, Jennie B., Mrs.	Kg. Assistant	Lake	3012 Sherman Ave.	50 00
Goetz, Laura	Kg. Director	Dupont	2913 Mason St.	50 00
Goldstein, Anna	Third	Forest	1710 Webster St.	55 00
Goodman, Ida	Second	Train	922 South 11th St.	70 00
Goodman, Mary	Eighth	Castellar	922 South 11th St.	80 00
Graham, Isabelle	First	Clifton Hill	3855 Seward St.	70 00
*Gramlich, Joanna M., Mrs.	Fifth and Seventh	Vinton	454 S. 18th St. So. Omaha	75 00
Gratiot, Adele	Kg. Director	Kellom	2523 Dodge St.	75 00
Grau, Sophie	Second	Castellar	1901 Center St.	50 00
Graves, Stella	Fifth	Kellom	2206 2d Ave Council Bluffs	70 00
Griffith, Mary	Third	Franklin	2309 Fowler Ave.	45 00
Gross, Emma	Fifth	Saunders	2564 1/2 Douglas St.	**
Gross, Frances	Sixth	Central	2917 Mason St.	**
Gsantner, Camilla	Second	Cass	608 North 13th St.	55 00
Gurske, Anna	Fourth	Mason	118 S. 29th Ave.	65 00
Hall, Besse	Fourth	Kellom	508 N. 32d St.	50 00
Hamilton, Eva	Sixth	Long	201 N. 20th St.	70 00

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Hamilton, Louise.....	Kg. Assistant	Kellom.....	2519 Chicago St.....	50 00
Hamilton, Margaret.....	Kg. Director	Long.....	2519 Chicago St.....	75 00
Hamlin, Marian.....	Kg. Assistant	Lothrop.....	1820 Spencer St.....	50 00
Hanna, Anna.....	Kg. Director	Farnam.....	The Barnard.....	70 00
Hanting, Mae.....	Drawing	High.....	1218 Pacific St.....	70 00
Hardin, Hallie.....	Kg. Assistant	Farnam.....	833 S. 23d St.....	50 00
Harney, Dora.....	Seventh and Eighth	Farnam.....	1301 S. 32d St.....	80 00
Harper, Alice.....	First	Farnam.....	2416 Cass St.....	70 00
Harrison, Agnes M., Mrs.....	Principal	Farnam.....	5004 Florence Blvd.....	130 00
Haven, Julia E., Mrs.....	Fifth and Sixth	Saratoga.....	1114 N. 24th St.....	70 00
Haver, Alice.....	Third	Lothrop.....	2207 Farnam St.....	60 00
Helfrich, Ella.....	Eighth	Franklin.....	The Shriner.....	80 00
Henry, Cora.....	Second	Long.....	2303 N. 22d St.....	70 00
Hibbard, Helen.....	Kg. Director	Central.....	1723 Dodge St.....	70 00
Higgins, Edith.....	Physical Culture	High.....	2102 Lothrop St.....	63 00
Hitte, Alice.....	Supervisor of Drawing	.....	102 S. 25th Ave.....	130 00
Hobart, Edna.....	First	Leavenworth.....	2420 Binney St.....	70 00
Hodge, Mary L., Mrs.....	Fifth and Sixth	Bancroft.....	2533 S. 10th St.....	70 00
Hogan, Delia.....	Kg. Director	Lothrop.....	1538 S. 27th St.....	70 00
Hogan, Ruth.....	Fifth	Long.....	2406 Cass St.....	65 00
Homelius, Martha.....	First	Cass.....	2218 S. 28th St.....	**
Hooton, Ora.....	Third	Farnam.....	510 S. 35th Ave.....	60 00
Hopper, Ada.....	Sixth and Seventh	Webster.....	1009 N. 29th St.....	75 00
Hughes, Amy.....	First	Comenius.....	The Farnam.....	70 00
Hultman, Jennie.....	Fifth and Sixth	Columbian.....	636 N. 41st Ave.....	70 00
Hungerford, Grace.....	Kg. Director	Lincoln.....	The Barnard.....	70 00
Hungerford, Kate.....	First	Park.....	The Barnard.....	70 00
Hunt, Lula.....	Sixth	Saunders.....	4018 Cumming St.....	70 00
Hurst, Fannie.....	Sixth	Omaha View.....	1722 N. 33d St.....	65 00
Hutchins, Anna.....	First and Second	Franklin.....	The Millard.....	125 00
Hutchinson, Mayme.....	Kg. Director	Columbian.....	208 N. 23d St.....	70 00
Hutmaker, Kate.....	First	Long.....	2912 Charles St.....	70 00

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Isakson, Edith.....	Fourth	Franklin.....	922 S. 25th Ave.....	50 00
Isaacson, Huldah.....	Eighth	Long.....	2931 Seward St.....	80 00
Jensen, Anne.....	Seventh	Lothrop.....	2507 Bristol St.....	75 00
Johnson, Cordelia.....	Eighth	Central.....	412 S. 27th Ave.....	80 00
Johnston, Ida.....	Seventh	Kellom.....	1546 S. 26th St.....	75 00
Jones, Evelyn.....	Kg. Assistant	Central.....	316 S. 26th St.....	50 00
Jordan, Alice.....	Fifth and Sixth	Comenius.....	2770 Cumming St.....	70 00
Jordan, Laura.....	Fourth and Fifth	Pacific.....	1618 S. 10th St.....	60 00
Kellogg, Mary.....	Latin	High.....	2220 Chicago St.....	100 00
Kerrigan, John.....	Manual Training	High.....	1019 N. 16th St.....	50 00
Kennedy, Virginia.....	Eighth	Long.....	2609 Bristol St.....	80 00
*Kidder, Mary L., Mrs.....	Third	Webster.....	4140 Burdette St.....	70 00
Kimball, Maud.....	First	Central Park.....	3826 N. 23d St.....	70 00
King, Sarah.....	Sixth	Long.....	2202 N. 19th St.....	70 00
Krebs, Mary.....	First	Train.....	1332 S. 25th Ave.....	70 00
Kruse, Annie.....	Third	Castellar.....	1938 S. 35th St.....	45 00
Kumpf, Carrie.....	First	Forest.....	1615 California.....	70 00
Kunkle, Daisy.....	First	Saunders.....	1332 Park Ave.....	**
Landis, Alice.....	Hd. Dept	High.....	1723 Dodge St.....	130 00
Lane, Hester.....	Third & Fourth	Kellom.....	1915 Capitol Ave.....	50 00
Lausing, Robert.....	English, etc.,	High.....	3517 Howard St.....	90 00
*Larrabee, Dollie C., Mrs.....	Fourth and Fifth	Clifton Hill.....	4010 N. 25th Ave.....	70 00
Latey, Margaret.....	First	Saratoga.....	3912 N. 23d St.....	70 00
Leger, Leah.....	First	Leavenworth.....	311 N. 33d St.....	70 00
Leighton, Florence.....	Seventh	Mason.....	2507 Bristol St.....	75 00
Leighty, Elizabeth.....	Eighth	Mason.....	3306 Lafayette Ave.....	80 00
Leighty, Ethel.....	Fourth	Lincoln.....	3306 Lafayette Ave.....	**
Leighty, Helen.....	First	Bancroft.....	3306 Lafayette Ave.....	70 00
Lemon, Winifred.....	English, etc.,	High.....	1707 Dodge St.....	**
*Lemon, Nora H., Mrs.....	Principal	Lothrop.....	1820 Spencer St.....	130 00

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Levi, Emma.....	Second and Fourth	.....	.....	80 00
Lewis, Nancy.....	First	.....	2211 Howard St.....	70 00
Lillie, Grace.....	First	Walnut Hill	4018 Cuning St.....	70 00
Littlefield, Emma.....	Fourth	Cass	1808 Webster St.....	70 00
Littlefield, Lillian.....	Principal	Leavenworth	1313 Park Ave.....	135 00
Logasa, Jennie.....	Third and Fourth	Comenius	823 S. 18th St.....	55 00
Lonergan, Emma.....	Third	Pacific	2508 Ames Ave.....	70 00
Longsdorf, Helen.....	Sixth	Farnam	2138 S. 33d St.....	**
Lynn, Ethel.....	First and Second	Central	3111 Davenport St.....	55 00
Mach, Anna.....	Sixth and Seventh	Central	845 S. 22d St.....	75 00
Mack, Lucy.....	Third	Train	2617 Charles St.....	60 00
Mackin, Eugenie.....	Biology, etc.,	High	822 N. 42d St.....	70 00
Macumber, Pearl.....	Seventh and Eighth	Walnut Hill	4004 Charles St.....	80 00
*Mann, Louise B., Mrs.....	First	Webster	413 N. 25th St.....	70 00
Mansfelde, Joanna von.....	Physiology	High	518 S. 26th St.....	100 00
Mason, Clara.....	Third (Prin.)	Clifton Hill	The Millard	100 00
Mason, DeEtte.....	Kg. Assistant	Comenius	422 N. 39th St.....	50 00
Maulick, Laura.....	Fifth	Leavenworth	2301 Douglas St.....	70 00
Maynard, Florence.....	Sixth and Seventh	Omaha View	3220 Burt St.....	70 00
McAra, Margaret.....	Fifth and Sixth	Webster	608 N. 23d St.....	70 00
McArdle, Marie.....	First	Pacific	2515 Hamilton St.....	45 00
McArdle, Teresa.....	Third and Fourth	Webster	2515 Hamilton St.....	65 00
McCague, Lydia.....	Fifth	Long	3220 Poppleton Ave.....	60 00
McCarthy, Margaret.....	Principal	Pacific	415 N. 25th St.....	140 00
McCheane, Sarah.....	Principal	Long	The Winona	150 00
McCune, Juliet.....	Third	Central	1813 Binney St.....	70 00
McDonald, Nellie.....	Second and Third	Leavenworth	816 S. 28th St.....	70 00
McGavock, Frances.....	Kg. Assistant	Pacific	322 N. 21st St.....	40 00
McHugh, Kate.....	Hd. Dpt. Eng. Lit. (Asst. Prin)	High	312 N. 21st St.....	150 00
McHugh, Florence.....	English	High	312 N. 21st St.....	95 00
McKenna, Elsie.....	First and Second	Farnam	2220 Grand Ave.....	45 00

\*\*Paid by the day.

\*Widow.



NAME	GRADE	SCHOOL	RESIDENCE	SALARY
McKnight, Zora.	Fifth and Sixth	Park.	The Winona.	70 00
McKoon, Jennie.	Second and Third (Prin.)	Train.	720 S. 22d St.	120 00
McMahon, Mary.	Sixth	Kellom.	2511 Seward St.	70 00
McMaster, Mae.	Fourth	Lake.	1022 N. 33d.	70 00
Meyer, Anna.	Second	Comenius.	1811 Webster St.	60 00
Meyer, Mary.	Seventh and Eighth	Saunders.	1318 N. 40th St.	80 00
Miles, Kate.	Seventh and Eighth	Central Park.	4540 N. 39th St.	80 00
Milroy, Anna.	Sixth	Farnam.	324 S. 26th St.	70 00
Mitchell, Agnes.	First and Second	Walnut Hill.	2612 Capitol Ave.	65 00
Mohr, Olga.	Kg. Director	Franklin.	2406 Cass St.	70 00
Moore, Minna.	Fourth and Fifth	Lake.	4916 Cass St.	70 00
Moriarty, Nellie	Second and Third	Lake.	2526 N. 19th St.	70 00
Morris, Juliet	Second	Clifton Hill.	2919 Mason St.	60 00
Morris, Lula.	Second and Third	Central Park.	4722 Capitol Ave.	**
Morse, Katherine.	Sixth and Seventh	Walnut Hill.	712 Park Ave.	75 00
Muir, Elizabeth.	First and Second	Monmouth Park.	1921 Binney St.	65 00
Mullen, Iowa.	Fifth	Pacific.	801 Pierce St.	70 00
Murphy, Blanche.	Second and Third	Pacific.	1126 Georgia Ave.	55 00
Myers, Fannie.	Sixth and Seventh	Mason.	717 S. 19th St.	75 00
Nash, Carrie.	First and Third (Prin.)	Gibson.	2040 Farnam St.	80 00
Neal, Minnie.	Kg. Director	Castellar.	2412 Sherman Ave.	60 00
Neese, Louise	Kg. Director	Pacific.	2318 N. 21st St.	70 00
Nelson, Anna.	Third	Mason.	1808 N. 19th St.	70 00
Nelson, Anna Carey	Third and Fourth	Castellar.	3801 S. 13th St.	**
Nelson, Carrie.	Third	Long.	1922 N. 25th St.	45 00
Nelson, Mary.	Fourth	Forest.	3801 S. 13th St.	55 00
Nestor, Emma.	Fourth	Pacific.	1234 Park Wild Ave.	50 00
Neville, Ala.	Third and Fourth	Omaha View.	205 N. 23d St.	45 00
Newcomb, Emily.	First	Cass.	1505 S. 28th St.	70 00
Newcomb, Julia.	First and Second	Park.	1505 S. 28th St.	70.00
Newlean, Jeannette	Fifth and Sixth	Lothrop.	2611 Parker St.	45 00
*Newton, Mary B., Mrs.	Principal	Castel'ar.	725 So. 18th St.	140 00

\*\*Paid by the day.

\*Widow.



NAME	GRADE	SCHOOL	RESIDENCE	SALARY
*Nichols, Eolia W., Mrs.	Seventh	Castellar	814 S. 16th St.	75 00
Nickell, Rose	Physiology, etc.	High	2804 Cumming St.	100 00
Northrup, Claire	Fourth	Lothrop	1037 S. 29th St.	**
Norton, Eva	Second	Vinton	3510 Lafayette Ave.	**
Novacek, Marie	Fourth and Fifth	Lincoln	2328 S. 15th St.	70 00
Okey, Maria	English, etc.	High	The Madison	110 00
Olver, Elizabeth	Kg. Director	Central Park	3514 N. 27th St.	50 00
Olver, Minna	Third and Fourth	Lothrop	3514 N. 27th St.	70 00
Orr, Alice	Sixth	Saratoga	4907 N. 27th St.	70 00
Otis, Edith	Kg. Director	Omaha View	3110 Corby St.	70 00
Overall, Eulalia	Third and Fourth	Columbian	2010 Lake St.	40 00
*Parke, Elizabeth R., Mrs.	Third	Kellom	The Madison	70 00
Parker, Alice	Kg. Director	Webster	2523 Dodge St.	70 00
Parker, William	Truant Officer	High	2535 S. 9th St.	83 33
Parmelee, Florence	Monitor Ref. Library	High	1924 Corby St.	40 00
Parratt, Martha	Fifth	Farnam	2709 Farnam St.	70 00
Partridge, Edith	Fourth & Fifth	Farnam	3003 Dodge St.	70 00
Faxson, Susan	Latin	High	2016 Lake St.	110 00
Peacock, Alta	Seventh & Eighth	Omaha View	817 N. 33d St.	80 00
Pearse, Arthur S.	Hd. Biology Dept.	High	1822 Emmet St.	110 00
Pearson, Amelia	Seventh & Eighth	Comenius	1716 S. 9th St.	80 00
Pearson, C. A.	Manual Training	High	Benson	90 00
Peters, Anna	Kg. Director	Leavenworth	810 S. 23d St.	55 00
Peterson, Anna	Latin & Greek	High	3112 Woolworth Ave.	110 00
Phelps, Ella	French & Spanish	High	2112 Douglas St.	100 00
Phelps, Jennie	First	Lothrop	2507 Bristol St.	70 00
Phenix, Anna	Second	Long	2404 Cass St.	70 00
Pickard, Anna	Eighth	Lake	708 N. 33d St.	80 00
Pickard, Hattie			708 N. 33d St.	**
Pittman, Sadie	Principal	Webster	2224 Chicago St.	130 00
Porter, Grace	Fifth	Franklin	2422 N. 22d St.	55 00

\*Widow.

\*\*Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Powell, Martha.....	Fourth (Prin.)	Walnut Hill	The Winona	120 00
Powers, Katherine.....	First	Columbian	604 S. 36th St.	70 00
Pratt, Carrie.....	Kg. Director	Beals	212 S. 25th St.	50 00
Pyrtle, Jessie.....				**
Quackenbush, Mary.....	Mathematics	High	The Madison	110 00
Quinn, Anna.....	Fourth & Fifth	Park	210 S. 30th St.	50 00
Randall, Nellie.....	English, etc.,	High	820 Park Ave.	100 00
Redfield, Jennie.....	Third (Prin.)	Lincoln	1826 N. 13th St.	120 00
Reed, Effie.....	Fourth (Prin.)	Omaha View	710 N. 22d St.	120 00
Reed, Ella.....	Eighth	Lincoln	710 N. 22d St.	80 00
Reed, Ivy.....	Eighth	Comenius	710 N. 22d St.	80 00
Reid, Mary.....	Fourth (Prin.)	Saunders	607 N. 20th St.	105 00
*Rhett, Nettie S., Mrs.....	Second & Third	Cass	516 N. 19th St.	70 00
Richey, Ollie.....	Fourth	Train	2816 Miami St.	50 00
Riley, Perl.....	Kg. Assistant	Long	1313 Park Ave.	50 00
Robertson, Carrie.....	Seventh & Eighth	Bancroft	4102 Cuming St.	80 00
Robertson, Jasper.....	Hd. Com. Dept.	High	2573 St. Mary's Ave.	110 00
Robinson, Emily.....	Principal	Saratoga	2222 Miami St.	130 00
Rockfellow, Pearl.....	German	High	2414 Sherman Ave.	70 00
Rogers, Helen.....	Sixth	Walnut Hill	4110 Lafayette Ave.	70 00
Rood, Mary.....	Fourth	Saratoga	2606 Templeton Ave.	50 00
Rooney, Elizabeth.....	Sixth & Seventh (Prin.)	Sherman	708 N. 19th St.	90 00
Rooney, Ellen.....	Latin	High	708 N. 19th St.	110 00
Root, Alice.....	Third and Fourth	Lake	2418 Spencer St.	70 00
Root, Mable.....	Second and Third	Saratoga	2418 Spencer St.	**
Rosicky, Emma.....	Second and Third	Lincoln and Train	1015 William St.	75 00
Ross, Jennie.....	Sixth and Seventh	Vinton	2116J St., So. Omaha.	75 00
Roys, Cassie.....		Roy's	2609 Bristol St.	**
Roys, Lucy.....	Mathematics, etc.,	High	2609 Bristol St.	110 00
Ryan, Adele.....		High	820 N. 40th St.	**
Ryan, Belle.....	Fifth and Sixth	Lincoln	820 N. 40th St.	65 00

\*Widow.

\*\*Paid by the day.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Ryan, Elizabeth.....	Kg. Director	Walnut Hill.....	3868 Seward St.....	70 00
Salmon, Jennie.....	First	Mason.....	1325 S. 28th St.....	70 00
Salmon, Louise.....	Fifth	Webster.....	2436 Franklin St.....	70 00
Sandberg, Ella.....	First and Second	Cass.....	402 S. 27th Ave.....	55 00
Schaller, Cassandra.....	First	Kellom.....	522 N. 25th St.....	70 00
Schaller, Cebella.....	First	Central.....	522 N. 25th St.....	70 00
Scherer, Carolyna.....	Seventh	Farnam.....	1010 Park Ave.....	75 00
Schneider, Myrta.....	Fourth	Long.....	2710 Caldwell St.....	65 00
Schreiber, Maywood.....	Third	Kellom.....	2311 N. 28th Ave.....	60 00
Scott, Margaret.....	Seventh and Eighth	Webster.....	2404 Cass St.....	80 00
Seaman, May.....	Second and Third	Walnut Hill.....	606 S. 29th St.....	45 00
Searle, Harriette.....	Third	Lake.....	802 N. 39th St.....	70 00
Senter, H. A.....	Hd. Chemistry Dept.	High.....	309 N. 25th St.....	130 00
Seymour, Myrtle.....	Fourth	Windsor.....	1141 S. 33d St.....	70 00
Shapland, Agnes.....	Fifth and Sixth	Pacific.....	550 S. 26th Ave.....	70 00
Shipherd, Maude.....	Sixth	Franklin.....	1005 N. 29th St.....	60 00
Shipherd, Neva.....	Third	Cass.....	1005 N. 29th St.....	70 00
Shippey, Villa.....	Mathematics	High.....	311 N. 25th St.....	110 00
Shorrock, Grace.....	Second and Third	Omaha View.....	2705 S. 19th St.....	45 00
Shultz, Nellie.....	Fourth	Vinton.....	1017 S. 31st St.....	65 00
Simonds, Mary.....	Principal	Cass.....	1618 Chicago St.....	150 00
Smith, Etta.....	Fourth and Fifth (Prin.)	Central Park.....	2116 Locust St.....	100 00
Smith, Mary.....	Second	Farnam.....	1532 N. 17th St.....	55 00
Smith, Penelope.....	English	High.....	2002 N. 18th St.....	100 00
Snyder, Bessie.....	Hd. Dept. Ancient Lang.	High.....	2404 Cass St.....	130 00
Spethman, Alma.....	Second and Third	Castellar.....	4428 Harney St.....	**
Spetmann, Alvina.....	Second	Saratoga.....	2149 S. 33d St.....	65 00
Spetmann, Clara.....	Second and Third	Park.....	2149 S. 33d St.....	70 00
Stapenhorst, Macey.....	Fourth	Park.....	837 S. 17th St.....	65 00
Stebbins, Eunice.....	Mathematics, etc.,	High.....	1230 Park Wild Ave.....	110 00
Stevenson, Minnie.....	Mathematics	High.....	2736 Decatur St.....	**
Stuart, Persis.....	Fifth	Comenius.....	The Farnam.....	70 00

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Sudborough, Grace B., Mrs.	Mathematics	High	2240 Landon Court	110 00
Sullivan, Mary	English, etc.,	High	1923 Dodge St.	100 00
Swacina, Anna	Fourth	Bancroft	1322 S. 11th St.	65 00
*Templeton, Mary L., Mrs.	First	Train	2414 Wirt St.	70 00
Thoelecke, Bertha	Sixth and Seventh	Pacific	4315 Franklin St.	**
Thompson, Edna	Kg. Assistant	Castellar	1937 S. 11th St.	50 00
Thompson, Helen	Sixth	Lake	702 S. 29th St.	70 00
Thompson, Mary	Fifth	Central	702 S. 29th St.	70 00
Thorngate, Ella	Second	Mason	The Farnam	70 00
Tillotson, Lola	First and Second	Lake	2723 Ohio St.	45 00
Tobitt, Ada	Sixth	Lothrop	101 S. 25th St.	70 00
Torrey, May	Kg. Director	Lake	The Sherman	75 00
Towne, Jessie	English	High	309 N. 33d St.	110 00
Tracy, Teresa	Fourth and Fifth	Train	417 N. 25th St.	70 00
Turner, Neva	Seventh and Eighth	Windsor	1030 S. 28th St.	80 00
Underwood, Irene	Sixth and Seventh	Columbian	2217 Douglas St.	75 00
Ure, Emma	Latin, etc.,	High	1823 Locust St.	110 00
Valentine, Georgia	English, etc.,	High	1810 Spencer St.	110 00
Van Duyn, Nellie	Second	Mason	2420 Binney St.	70 00
Van Horn, Katherine	Sixth	Leavenworth	The Farnam	70 00
Vincent, Margaret	Second and Third (Prim.)	Columbian	212 S. 25th St.	110 00
Vom Weg, Marie	Fifth	Saratoga	2121 Leavenworth St.	60 00
Wallace, Janet	Com'l Geog., etc.	High	2420 Harney St.	110 00
Wallace, Mary	Second and Third	Saunders	2002 Webster St.	50 00
Wallace, Winifred	First and Second	Franklin	2002 Webster St.	70 00
Ward, Edith	Kg. Assistant	Omaha View	2121 Wirt St.	**
*Ware, Ingleetta F., Mrs.	Seventh and Eighth	Saratoga	2201 Fowler Ave.	80 00
Waterhouse, A. H.	Principal	High	30th and Marcy Sts	200 00
Waterman, Bessie	Second and Third	Dupont	1726 S. 28th St.	**

\*\*Paid by the day.

\*Widow.

NAME	GRADE	SCHOOL	RESIDENCE	SALARY
Waterman, Gertrude.....	Fifth	Park.....	1726 S. 28th St.....	60 00
Webb, Artie C., Mrs.....	Sixth	Lake.....	101 S. 25th St.....	70 00
West, Geneva.....	Kg. Director	Comenius.....	2123 Seward St.....	70 00
Westcott, Eliza.....	Seventh	Lincoln.....	2301 Douglas St.....	75 00
Weston, Grace.....	Kg. Assistant	Webster.....	2858 California St.....	50 00
Wheatley, Emma.....	Principal	Mason.....	The Winona.....	145 00
White, Ella B., Mrs.....	Fourth	Farnam.....	1703 Park Ave.....	70 00
White, Harriet.....	First	Kellom.....	2706 Parker St.....	70 00
White, Virginia.....	First and Second (Prin.)	Beals.....	The Farnam.....	80 00
Whitmore, Emma.....	Principal	Lake.....	706 N. 19th St.....	150 00
Wickham, Kate.....	Seventh and Eighth	Kellom.....	2016 N. 20th St.....	80 00
Wigman, J. E.....	Manual Training	High.....	2109 Grant St.....	110 00
Wilbur, Lillian.....	First and Second	Lincoln.....	4117 Farnam St.....	70 00
Will, Elizabeth.....	First	Omaha View.....	3402 Burt St.....	70 00
Williams, Elizabeth.....	Kg. Assistant	102 N. 38th Ave.....	..	**
Wilson, Belle.....	Mathematics	High.....	The Merriam.....	100 00
Williamson, Isabelle.....	Second	Lincoln.....	2821 Blondo St.....	45 00
Wilson, Elizabeth.....	Kg. Director	Park.....	3010 Mason St.....	70 00
Wilson, Minnie.....	Fourth and Fifth	Central.....	2814 Capitol Ave.....	70 00
Winslade, Emma.....	Kg. Assistant	Train.....	3860 Dodge St.....	50 00
Winslade, Kate.....	Kg. Director	Clifton Hill.....	3860 Dodge St.....	50 00
Wolcott, Mary.....	First and Second	Dupont.....	120 N. 31st Ave.....	70 00
Wood, Emily.....	First	Long.....	2444 Templeton Ave.....	70 00
*Woodward, Jeannete L., Mrs.....	First (Prin.)	Vinton.....	1701 Park Ave.....	105 00
Woolery, J. F.....	Hd. Dept. Math. (2d. Asst Prin.)	High.....	22d and Grant Sts.....	140 00
Wyckoff, Helen.....	Principal	Comenius.....	324 S. 26th St.....	130 00
Wyman, Mary.....	Kg. Assistant	Park.....	3010 Mason St.....	50 00

\*\*Paid by the day.

\*Widow.



## NAMES, ADDRESSES AND SALARIES OF JANITORS - DECEMBER 1, 1903.

Where Employed.	No. Rooms.	NAME.	Address.	Salary School Months	Salary Vacation Months
High .....	69	Thomas. H. Fitzgerald, Custodian and Hd. Janitor.....	2518 Chicago street .....	\$95 00	\$95 00
Bancroft .....	8	Thos. W. Shea.....	2719 South 9th street.....	70 00	55 00
Beal.....	2	Grace Armstrong.....	4817 Poppleton avenue....	30 00	30 00
Cass.....	16	Henry O'Neill.....	1411 California street .....	115 00	60 00
Castellar .....	14	Frank Suchy.....	2326 South 19th street.....	105 00	60 00
Central .....	12	J. McDowell.....	2618 Capitol avenue.....	95 00	60 00
Central Park.....	6	W. S. Smith.....	5016 North 42d street.....	50 00	50 00
Clifton Hill.....	6	W. C. Lawton.....	3220 North 26th street.....	50 00	50 00
Columbian .....	8	Thos. Hamlin.....	610 South 30th street.....	70 00	55 00
Comenius .....	12	Wm. Gieselman.....	1450 South 16th street.....	95 00	60 00
Druid Hill .....	2	Mattie Arnold.....	2802 Spaulding street.....	30 00	30 00
Dupont .....	5	Henry Fonger.....	2927 Martha street.....	50 00	50 00
Farnam .....	12	William Payne.....	2805 Cass street.....	95 00	60 00
Forest.....	6	Mary A. Lyons.....	3701 South 13th street.....	50 00	50 00
Franklin.....	10	Frank L. Otis.....	3858 Seward street.....	85 00	55 00
Gibson.....	1	Jessie Vanek.....	Gibson Station.....	25 00	25 00
Kellom.....	18	Chas. E. D'Jureen.....	2710 Seward street.....	125 00	60 00



Lake.....	18	Victor Danielson.....	2232 North 19th street.....	125 00	60 00
Leavenworth.....	9	Nels Simon.....	2105 Miami street.....	80 00	55 00
Lincoln.....	10	J. J. Kalina.....	1920 South 12th street.....	85 00	55 00
Long Annex.....	8	E. W. Johnson.....	4528 Franklin street.....	70 00	55 00
Long.....	9	A. Tulp.....	2712 Parker street.....	80 00	55 00
Lothrop..	12	Geo. Elliott.....	3232 Emmet street.....	95 00	60 00
Mason.....	15	Louis Peterson.....	2567 Mason street.....	110 00	60 00
Monmouth Park...	2	Emma Emerson.....	3335 Fowler avenue.....	30 00	30 00
Omaha View.....	10	Thos. E. Olson.....	2606 North 33d street.....	85 00	55 00
Pacific.....	14	William Cathroe.....	436 Lincoln avenue.....	105 00	60 00
Park.....	13	Robert W. Baldwin.....	1510 South 28th street.....	100 00	60 00
Saratoga.....	10	Robert Monroe.....	2301 Fowler avenue.....	85 00	55 00
Saunders.....	7	Louis Burke.....	139 North 43d street.....	65 00	55 00
Sherman.....	4	John Archibald.....	1416 Ogden street.....	40 00	40 00
Train.....	10	Gus Falk.....	704 North 16th street.....	90 00	55 00
Vinton.....	8	Hannah Farrell.....	3525 South 24th street.....	70 00	55 00
Walnut Hill.....	10	B. F. Manning.....	4334 Charles street.....	85 00	55 00
Webster.....	12	C. E. Falk.....	2814 Webster street.....	95 00	60 00
Windsor.....	7	Geo. W. Stone.....	2138 South 35th street.....	60 00	55 00
Board Rooms.....	....	William H. Vickers.....	2704 Spaulding street.....	70 00	70 00

TABLE B—Giving Description, Location and Valuation of School Property.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
<b>High</b> .....	A four-story brick building of 37 rooms, and a three-story stone wing of a new building containing 32 rooms, heated by steam and located on a campus 600 feet square, near the heart of the City, bounded on the north by Davenport street on the west by Twenty-second street, on the south by Dodge street, and on the east by Twentieth street.....	\$400,000	\$300,000	\$700,000
<b>Ambler Site</b> ...	Vacant Site comprising lots 6, 7, 8, 9, and 10, block 18, Ambler Place, corner Forty-third and Castellar streets, with a frontage of 126 feet on Castellar street and 225 feet on Forty-third street .....	500		500
<b>Bancroft</b> .....	An eight-room brick building, heated by direct steam, located on No. $\frac{3}{4}$ sub lot 5, tax lot 1, Section 34, Town 15, Range 13, East of the Sixth Principal Meridian, on Ninth street, south of Bancroft, having a frontage of 198 feet on Ninth street and a depth of 132 feet.....	4,000	18,000	22,000
<b>Beal</b> .....	A two-room frame building heated by stoves, located on lots 20, 21, 22, 23, and 24, block 26, West Side Addition, corner Forty-eighth and Walnut streets, having a frontage of 250 feet on Walnut and 132 feet on Forty-eighth street.....	750	1,000	1,750
<b>California Site</b> .....	Vacant Site comprising east half of lot 3, block 21, City, on California street between Eighteenth and Nineteenth streets, having a frontage of 33 feet on California street and a depth of 132 feet.....	2,000		2,000

<b>Cass .....</b>	A sixteen-room brick building, located on lots 5, 6, and 7, and part of 8, in block 25, City, having a frontage of 198 feet on Cass street, 132 feet on Fifteenth street and 92 feet on Fourteenth street, building heated by indirect steam gravity ventilation .....	\$35,000	\$50,000	\$85,000
<b>Castellar.....</b>	A twelve-room brick building and a two-room frame annex, heated by Ruttan furnaces and stoves, located on lots 7 and 8, block 11, Improvement Association Addition at the corner of Eighteenth and Castellar streets, having a frontage of 132 feet on Castellar street and 188 on Eighteenth.....	5,000	23,500	28,500
<b>Central.....</b>	A twelve-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on Sub lot 6 of lot 2 and Sub lot 7 of lots 2 and 3, Capitol Addition, corner Twenty-second and Dodge streets, having a frontage of 184 feet on Dodge street and a depth of 146 3-20 feet.....	25,000	46,000	71,000
<b>Central Park.</b>	A four-room frame building, with a two-room annex, the former heated by a Fuller & Warren upright furnace, the latter heated by stoves, located on two-acre tract of ground in North-east ¼, Sec. 5, Town 15, Range 13, East of the 6th Principal Meridian, at the corner of Forty-second and Saratoga streets, having a frontage of 231 feet on Grand Avenue and 300 feet on Forty-second street.....	2,000	5,000	7,000
<b>Clifton Hill..</b>	A four-room frame building, heated by a Smead furnace, with dry-closet system of ventilation, also a two-room frame annex, located on lots 10, 11, 12, 13 and 14, block 15, Hitchcock's First Addition, corner Forty-second and Miami streets, having a frontage of 250 feet on Miami street and a depth of 120 feet.....	2,500	7,000	9,500

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings.	Valuation of Grounds	Valuation of Buildings	Total Valuation
Columbian...	A ten-room brick building, heated by Fuller & Warren furnaces, located on lot 2, block 13, West Omaha, at the corner of Thirty-eighth avenue and Jones streets, having a frontage of 165 feet on Jones street and 187 feet on Thirty-eighth avenue .....	\$6,000	\$32,000	\$38,000
Comenius ...	A sixteen-room brick building, heated by indirect steam, with Holbrook system of ventilation, located on lots 3 and 5, block 13, Kountze's Third Addition, on Fifteenth near William street, having a frontage of 268 feet on Fifteenth street, the north 100 feet of which extends through to Sixteenth street, giving a depth of 298 feet, and the south 168 feet having a depth of 149 feet.....	10,000	50,000	60,000
Douglas Site.	Vacant site, comprising lots 1, 2 and 3, block 4, Boggs & Hill's 2nd Addition, at the corner of Twenty-ninth and Douglas streets, having a frontage of 115 feet on Douglas street and 120 feet on Twenty-ninth avenue.....	4,500	.....	4,500
Dupont. ....	A four-room brick building and a one-room frame annex, heated by steam, located on lots 35, 36 and 37, Clark Place, at the corner of Twenty-ninth and Martha streets, having a frontage of 87 feet on Twenty-ninth street and 166½ on Martha ..	2,665	7,500	10,165
Druid Hill ...	A two-room frame building, heated by stoves, located on lots 14, 15 and 16, Block 8, Druid Hill Addition to City of Omaha, at the north-east corner of Thirty-first and Spaulding streets, having a frontage of 128 feet on Thirty-first street and 135 feet on Spaulding street.....	1,500	1,000	2,500

		\$1,000	.....	\$1,000
Eckerman Site .....	A vacant site comprising a two-acre tract of ground, bounded on the west by the city limits and on the north by Center street .....			
Farnam.....	A twelve-room brick building, heated by four Ruttan furnaces, located on lots 1, 2 and E. 3½ feet of lot 3, block 10, and 29th street vacated in McCormack's Addition, at the corner of Twenty-ninth avenue and Farnam street, having a frontage of 132 feet on Twenty-ninth avenue, and 215½ feet on Farnam street.....	12,000	\$ 2,500	34 500
Forest.....	Three two-room frame buildings, heated by stoves, located on South 106 feet of Tax Lot 52, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Fourteenth and Phelps streets, having a frontage of 106 feet on Fourteenth street and 214½ feet on Phelps street.....	1,500	2,000	3,500
Fort Omaha Site .....	Vacant Site comprising east half of lot 12 and west half of lot 13, in McEntie's Addition, with a frontage of 130 feet on Browne street and a depth of 270¼ feet.....	600	.....	600
Franklin.....	A ten-room brick building, heated by five Fuller & Warren furnaces, with Holbrook & Kane ventilation, located on lots 8, 9, 10, 11 and 12, block K, Lowe's Addition, at the corner of Thirty-fifth and Franklin streets, having a frontage of 300 feet on Franklin street and 127½ feet on Thirty-fifth street.	3,000	35,000	38,000
Gibson.....	A two-room frame building, heated by stoves, located on sub lot 2 of tax lot 12, Section 35, Town 15, Range 13, east of the Sixth Principal Meridian, with a frontage of 277 feet on Boulevard street and a depth of 157 feet.....	800	1,000	1,800
Howard St. Lot.....	Lot 5, block H, City of Omaha, at the corner of 9th and Howard streets, having a frontage of 66 feet on Howard street and 132 feet on Ninth street.....	10,000	.....	10,000

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
<b>Izard Site</b> .....	Lots 5, 6, 7 and 8, block 19½, City of Omaha, at the corner of Izard and Twentieth streets, having a frontage on Izard street of 264 feet and 132 feet on Nineteenth and Twentieth, embracing the entire half block.....	\$25,000	.....	\$25,000
<b>Kellom</b> .....	A sixteen-room brick building, heated by steam and ventilated by fan system, and a two-room frame annex located on tax lot 33, Section 15, Town 15, Range 13, East of the Sixth Principal Meridian, 247x267 feet, with a frontage on Twentieth street, between Nicholas and Paul streets, of 247½ feet and a depth of 267 feet.....	20,000	53,500	73,500
<b>Lake</b> .....	A sixteen-room brick building with a two-story frame annex, heated by direct steam from two boilers, located on lots 1, 2, 3, 4 and 5, block 3, Lake's Addition at the corner of Nineteenth and Lake streets, having a frontage of 263 1-3 feet on Nineteenth street and a depth of 140 feet.....	12,500	40,000	52,500
<b>Leavenworth</b> .....	An eight-room brick building, heated by four Fuller & Warren Furnaces, located on south 15 feet of lot 23 and lots 26, 27 and 30, block 5, Kountze and Ruth's Addition, having a frontage of 185 feet on Leavenworth street and a depth of 153 feet .....	18,000	20,000	38,000
<b>Lincoln</b> .....	A ten-room brick building, heated by indirect steam, with Holbrook & Kane ventilation located on tax lot 49, section 27, Town 15, Range 13, East of the Sixth Principal Meridian, having a frontage of 270 feet on Eleventh street and a depth of 138 feet on Center street.....	12,000	35,000	47,000



<b>Long</b> .....	An eight-room brick building, heated by four Soper furnaces and five stoves, located on lots 1, 2, and 3, block 15, Parker's Addition, having a frontage of 180 feet on Franklin street and 128 feet on Twenty-sixth street.....	\$6,000	\$10,000	\$10,000
<b>Long Annex</b> ..	An eight-room brick building, heated by four Smead furnaces, with flushing closets, located on lots 7 and 8, block 11, Parker's Addition, at the corner of Twenty-sixth and Franklin streets, having a frontage of 120 feet on Franklin street and 128 feet on Twenty-sixth street.....	5,000	30,000	35,000
<b>Lothrop</b> .....	A ten-room brick building, heated by five Fuller & Warren furnaces, and a two-room frame annex, located on lots 11, 12, 13, 14 and 15, block 30, Kountze Place, at the corner of Twenty-second and Lothrop streets, having a frontage of 124 feet on Twenty-second street and 234 feet on Lothrop street .....	5,000	36,000	41,000
<b>Mason</b> .....	A sixteen-room building, heated by direct steam from two boilers, located on lots 40, 41, 42, 43, 44 and 45, and the south 38 feet of lots 39 and 46, Redick's 2nd Addition, being a tract of ground with a frontage on both Twenty-fourth and Twenty-fifth streets of 213 feet and a depth from street to street of 280 feet.....	12,500	40,000	52,500
<b>Monmouth Park</b> .....	A two-room frame building, heated by stoves, on lots 1, 2, 3, 4 23, 24, 25, 26, the east 33 feet of lots 5 and 22, and that portion of the alley (vacated) between lots 1, 2, 3, 4, and the east 33 feet of lot 5 on the north, and lots 23, 24, 25, 26, and the east 33 feet of lot 22 on the south (the west 14 feet of lots 5 and 22 being dedicated for an alley in exchange for the vacated alley heretofore described.) All of the above being situated in block 8, Monmouth Park Addition to the City of Omaha, and having a frontage of 267 feet on Thirty-third street and 221 feet on Ames and Meredith Avenues respectively .....	3,700	1,000	4,700

TABLE B—Giving Description, Location and Valuation of School Property—Continued.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
Omaha View.	A ten-room brick building heated by direct steam from one boiler having a frontage of 200 feet on Corby street and 120 feet on Thirty-second street.....			
Pacific.....	located on lots 17, 18, 19 and 20, in block 10, Omaha View Addition, at the corner of Thirty-second and Corby streets, A sixteen-room brick building, indirect steam heat, gravity system of ventilation, located on lots 5, 6 and 7, block 230, City, having a frontage of 198 feet on Pacific street and 132 feet on Twelfth street.....	\$2,000	\$20,000	22,000
Park.....	A twelve-room brick building and frame annex heated by steam, both direct and indirect, with fan ventilation, located on lots 9, 10, and 11, in block 12, Hancorn Place, at the corner of Twenty-ninth street and Woolworth avenue, having a frontage of 142 feet on Woolworth avenue, and 150 feet on Twenty-ninth street.....	12,500	50,000	62,500
Pleasant Site.	Vacant Site comprising lots 26 and 29, Griffin & Isaac's Addition, with a frontage of 132 feet on Twenty-fifth avenue, near St. Mary's avenue, and a depth of 112 feet.....	7,500	27,000	34,500
Saratoga.....	An eight-room brick building, warmed by Fuller & Warren furnaces, and a two-room frame annex, located on lots 12 and 13, Section 3, Town. 15, Range 13, east of the Sixth Principal Meridian, at the corner of Ames avenue and Twenty-fourth street, having a frontage of 231 feet on Ames avenue and 297 feet on Twenty-fourth street.....	5,000	.....	5,000
		8,000	31,000	39,000

Saunders.....	A ten-room brick building, heated by furnace with fan (Am. Warming and Ventilating Co's system), located on lots 10, 11, 12, 13, and 14, block 18, Poppleton Park Addition, having a frontage of 276.6 feet on Forty-first avenue and a depth of 110 feet, corner of Forty-first avenue and Cass street.....	\$2,600	\$40,000	\$42,600
Sherman.....	Two two-room frame buildings heated by stoves, located on lots 1, 2, 3, 4, 21, 22, 23 and 24, in block 1, Reunion Addition—being a tract of land 200x280 feet, lying between Webster avenue and Gust street.....	2,000	2,000	4,000
Train.....	An eight-room brick building, heated by indirect steam and Holbrook & Kane ventilation, and two frame annexes heated by stoves, located on lots 5, 6, 7 and 8, block 38, Credit Foncier Addition to City of Omaha, having a frontage of 284 feet on Hickory street and 132 feet on Sixth street.....	4,000	32,000	36,000
Vinton.....	A two-room brick and three two-room frame buildings, warmed by small furnace and stoves, located on a part of tax lot 21, Section 34, Town 15, Range 13, east of the Sixth Principal Meridian, at the corner of Twenty-first and Boulevard streets, having a frontage of 155 feet on Boulevard avenue and 240 feet on Twenty-first street.....	2,500	3,500	6,000
Walnut Hill..	A ten-room brick building, heated by indirect steam, With Holbrook & Kane ventilation, and a two-room frame annex, located on lots 52, 53, 54, 55, 56, 57, 58, 59, 60 and 61, in block 2, Saunders & Himebaugh's Addition to Walnut Hill, fronting on Hamilton street, near Forty-fourth street, having a frontage on Hamilton street of 220 feet and a depth of 138 feet .....	3,500	25,000	28,500
Webster.....	A twelve-room brick building, heated by direct steam, located on lots 9, 10, 11 and 12, block 3, Hillside Addition No. 2, at corner of Twenty-eighth and Webster streets, having a frontage of 200 feet on Webster street and 150 feet on Twenty-eighth street.....	6,000	32,000	38,000

TABLE B—Giving Description, Location and Valuation of School Property—Concluded.

Name of Building	Description and Location of Grounds and Buildings	Valuation of Grounds	Valuation of Buildings	Total Valuation
West Side Site.....	Vacant Site comprising lots 20, 21, 22, 23 and 24, block 15, West Side Addition, at corner of Forty-eighth and William streets, having a frontage of 250 feet on William street and 132 feet on Forty-eighth street.....	\$1,000	.....	\$1,000
Windsor .....	An eight-room brick building, heated by four Fuller & Warren furnaces, located on sub lot 1, tax lot 28, Section 28, Town 15, Range 13, East of the Sixth Principal Meridian, 133x300 feet at Thirty-fourth and Martha streets, having a frontage of 133 feet on Martha street.....	5,000	30,000	35,000
The Shop.....	An eight-room brick building, heated by furnace, located on lots 2 and 3, block 249, City, at 915 Pacific street, having a frontage of 132 feet on Pacific street and a depth of 147 feet (Old Pacific School house.).....	6,000	2,000	8,000
The Store.....	A frame building, heated by stoves, located on lot 3, block 174, fronting on Jackson street, between Twelfth and Thirteenth streets, used for storing books, stationery and supplies, having a frontage of 66 feet on Jackson street and a depth of 132 feet.....	7,500	800	8,300
	Total.....	\$725,115	\$1,162,300	\$1,887,415

## SCHOOL BOUNDARIES.

---

HIGH SCHOOL: For all the pupils in the city who have completed the eighth grade work.

BANCROFT SCHOOL BOUNDARY: On the north, Martha street, east, the river to Spring; west, Spring to Ninth, south to Valley, west to Thirteenth, north to Spring, west to Fifteenth, north to Vinton, east to Fourteenth, north to Martha.

BEAL SCHOOL BOUNDARY: Beginning at Leavenworth and the west city limits, east to Forty-eighth street, south to the alley between Marcy and Mayberry streets, east to the extension of Forty-fourth street, south to Poppleton avenue, east to Forty-second street, south to Lincoln avenue, east to the Belt Line tracks, southeast along the Belt Line tracks to the south city limits, on the south by the city limits, and on the west by the city limits to the place of beginning.

CASS SCHOOL BOUNDARY: On the north by Clark and city limits; southeast, city limits and the river, east by the river to Farnam, west to Fourteenth, north to Douglas, west to Seventeenth, north to Chicago, west to Eighteenth, north to Cass, west to Nineteenth, north to California, west to Twentieth, north to Cuming, east to Nineteenth, north to Izard, east to Eighteenth, north to Nicholas, east to Fifteenth, north to Clark.

CASTELLAR SCHOOL BOUNDARY: Beginning at the corner of Seventeenth and Lincoln avenue, south on Seventeenth to a point midway between Lincoln avenue and Dorcas, east to Sixteenth street, south to Martha, east to Fourteenth, south to Vinton, west to Fifteenth, south to Spring, west to Seventeenth, north to Elm, west to Union Pacific Railway tracks, north and

east along Union Pacific tracks to Lincoln avenue, east to Seventeenth street.

**CENTRAL SCHOOL BOUNDARY:** Beginning at corner of Twentieth and Webster streets, south on Twentieth to California, east to Nineteenth, south to Cass, east to Eighteenth, south to Chicago, east to Seventeenth, south to Harney, west to Nineteenth, south to St. Mary's avenue, west to Twenty-first, north to Howard, west to Twenty-fourth, north to Dewey avenue, west to Twenty-fifth avenue, north to Farnam, west to Twenty-sixth street, north to Chicago, east to Twenty-fifth street, north to California, east to Twenty-fourth street, north to Webster, east to Twentieth.

**CENTRAL PARK SCHOOL BOUNDARY:** On the north and west by city limits, south by Pratt street, on the east by Thirty-sixth street.

**CLIFTON HILL SCHOOL BOUNDARY:** On the north by Pratt street, on the east by Thirty-sixth street, until it crosses the Belt Line, thence along the Belt Line to the extension of Parker street west of Military avenue, west to city limits, on the west by the city limits.

**COLUMBIAN SCHOOL BOUNDARY:** Beginning at Farnam and Forty-eighth streets, east to Fortieth street, north to alley next north of Farnam street, east to alley between Thirty-ninth and Fortieth streets, north to Dodge street, east to Thirty-sixth street, south to Harney street, east to line of middle of Thirty-fifth avenue south of Farnam, south to Dewey avenue, east to Thirty-fifth street, south to Howard street, east to Central Boulevard, south to Jackson street, east to Thirty-third street, south to Jones street, east on line of middle of Jones to alley east of Thirty-third street, south to alley next south of Leavenworth street, west to Thirty-third street, south to Pacific street, west to Central Boulevard, south to Poppleton avenue, west to Thirty-fifth street, south to Lincoln avenue, west to Forty-second street, north to Poppleton avenue, west to Forty-fourth street, north to line of middle of alley between Marcy and Mayberry streets, west to Forty-eighth street, north to point of beginning.

**COMENIUS SCHOOL BOUNDARY:** Beginning at Fourteenth



and Union Pacific tracks, south to Pierce, east to Thirteenth, south to Hickory, west to Fourteenth, south to Martha, west to Sixteenth, north to a point midway between Lincoln avenue and Dorcas, west on this line to Seventeenth street, north to Lincoln avenue, west to Union Pacific tracks, north and east along these tracks to Fourteenth street.

DRUID HILL SCHOOL BOUNDARY: Beginning at intersection of Sprague and Thirty-sixth streets, thence eastward to the Belt Line road, thence northeast along the Belt Line road to Twenty-eighth street, thence south to Pinkney street, thence west to Thirty-sixth, and thence north to Sprague street.

DUPONT SCHOOL BOUNDARY: Beginning at Thirty-first and Dorcas, east to Twenty-ninth avenue, north to Shirley, east along line middle of Shirley street to Union Pacific tracks, following these tracks southwest to city limits, west to Thirty-first, north to Dorcas.

FARNAM SCHOOL BOUNDARY: Commencing at Twenty-sixth and Davenport, south to Dodge, south between Twenty-fifth and Twenty-sixth avenues to Farnam, east on Farnam to the extension of Twenty-fifth avenue south of Dewey avenue, south to Twenty-fifth avenue, west to Twenty-sixth street, south to St. Mary's avenue, west to Twenty-seventh street, south to Leavenworth, west on Leavenworth to the extension of Thirty-second street, north to the extension of Jones street, west to Thirty-third street, north to Jackson street, west to Central Boulevard, north to Howard street, west to Thirty-fifth street, north to Dewey avenue, west to the extension of Thirty-fifth avenue, north to Harney, west to Thirty-sixth street, north to Dodge street, east to Thirty-fifth avenue, north to alley north of Dodge, east to Thirty-fourth street, north to Davenport street, east to Twenty-sixth street.

FOREST SCHOOL BOUNDARY: Beginning at Seventeenth and Spring streets, east on Spring street to Thirteenth, south to Valley, east to Ninth, from Ninth obliquely across to tracks at Sacket street, east to the river, south to city limits, west to Seventeenth street, north to Spring street.

FRANKLIN SCHOOL BOUNDARY: Beginning at Thirty-second and Cuming, north to Hamilton, east to Thirty-first, north to

Parker, west to east line of cemetery, north to Yates street, west to Thirty-third street, north to Lake street, west to extension of line separating lots 30 and 31, block 17, Orchard Hill add., south to Charles street, east to Thirty-eighth, south to Cuming, east to Thirty-second street.

GIBSON SCHOOL BOUNDARY: On the north, beginning at Ninth, east on Spring street to the river, on the east by the river, south by Sacket street to railroad tracks, thence obliquely across to Ninth and Valley, north on Ninth to Spring street.

KELLOM SCHOOL BOUNDARY: Beginning at Twenty-fourth and Grace streets, east to Fifteenth, south to Nicholas, west to Eighteenth, south to Izard, west to Nineteenth, south to Cuming, west to Twentieth, south to Webster, west to Twenty-fourth, north to a point half way between Webster and Burt, west to Twenty-fifth avenue, north to Indiana avenue, west to Twenty-sixth street, north to Hamilton, east to Twenty-fifth street, north to Charles, east to Twenty-fourth, north to Grace.

LAKE SCHOOL BOUNDARY: Beginning on Locust street at the city limits, south along city limits to line of the middle of Clark street, west to Fifteenth, north to Grace, west to Twenty-fourth, north to Burdette, west to Twenty-sixth, north to Ohio, east to Twenty-fourth, north to Miami, east to Twentieth, north to Locust, east to city limits.

LEAVENWORTH SCHOOL BOUNDARY: Beginning on the Union Pacific tracks at Twelfth street, south-west to Nineteenth, north to Mason, west to Twentieth, north to St. Mary's avenue, east to Nineteenth, north to Harney, east to Seventeenth, north to Douglas, east to Fourteenth, south to alley between Jackson and Jones, east to Twelfth, south to tracks.

LINCOLN SCHOOL BOUNDARY: Beginning at Thirteenth and William streets, east on line middle of William to line of alley between Eighth street and Park Wild avenue, south to Martha, west on Martha to Fourteenth, north to Hickory, east to Thirteenth, north to William.

LONG SCHOOL BOUNDARY: Beginning at the corner of Lake and Twenty-sixth streets, south to Burdette, east to Twenty-fourth, south to Charles, west to Twenty-fifth, south to Hamil-

ton, west to Twenty-sixth, south to Caldwell, west to line of the middle of Thirtieth, north to Hamilton, west to Thirty-first, north to Parker, west one-half block, north to line of the middle of Yates, east to Thirtieth street, north to Burdette, east to Twenty-ninth street, north to Grant, east to Twenty-eighth, north to Lake, east to Twenty-sixth street.

**LOTHROP SCHOOL BOUNDARY:** Beginning at Twenty-eighth and Manderson streets, east to line of middle of Twenty-seventh street, north to line of middle of alley between Ruggles and Spaulding streets, east to Twenty-fourth street, north to line of middle of Ruggles street, east to city limits, south to Locust, west to Twentieth street, south to Miami street, west to Twenty-fourth street, south to line the middle of Ohio street, west to Twenty-sixth street, north to Maple street, west to Twenty-seventh street, north to Maple street, west to Twenty-eighth street, north to point of beginning.

**MASON SCHOOL BOUNDARY:** Beginning at St. Mary's avenue and Twentieth street, south to Mason, east to Nineteenth, south to U. P. tracks, south-west to Twenty-fourth street, north to Poppleton avenue, west to Twenty-fifth avenue, north to Pierce street, west to Twenty-seventh street, north to Pacific, west to alley between Twenty-seventh and Twenty-eighth streets, north to Mason, west to Twenty-eighth street, north to Leavenworth, east to Twenty-seventh, north to St. Mary's avenue, east to Twenty-sixth street, north to Dewey avenue, (Half Howard), east on line of middle of Half Howard to Twenty-fourth street, south to Howard, east to line of middle of Twenty-first street south of Farnam, south to St. Mary's avenue, east to Twentieth street.

**MONMOUTH PARK SCHOOL BOUNDARY:** On the north by the city limits, on the east by Thirtieth street, on the south by the Belt Line and Sprague street, and on the west by Thirty-sixth street.

**OMAHA VIEW SCHOOL BOUNDARY:** Beginning at the corner of Twenty-eighth and Pinkey streets, south along line of the middle of Twenty-eighth street to line of middle of Locust street, east on this line to Twenty-seventh street, south to Maple, east to Twenty-sixth street, south to Lake, west to alley between Twenty-seventh and Twenty-eighth avenue, south to Grant, west to Twenty-ninth street, south to Burdette, west to Thirtieth street,

south to Yates, west to Thirty-third street, north to Lake, west to Belt Line railroad, north-east to Thirty-sixth street, north to Pinkey, east to Twenty-eighth street.

PACIFIC SCHOOL BOUNDARY: Beginning at Farnam street and the Missouri River, west along the line of the middle of Farnam street to Fourteenth, south to the line of the middle of the alley between Jackson and Jones, east to Twelfth street, south to the Union Pacific Railroad tracks, south-west along those tracks to Fourteenth, south to Pierce, east to Thirteenth, south to William, east on line middle of William street to line of alley between Eighth street and Park Wild avenue, south on this to line middle of Worthington, east to Sixth, north to Poppleton avenue, east to Missouri River, north to Farnam.

PARK SCHOOL BOUNDARY: Beginning at Twenty-eighth and Leavenworth streets, south to Mason, east to alley between Twenty-seventh and Twenty-eighth streets, south to Pacific, east to Twenty-seventh, south to Pierce, east to Twenty-fifth avenue, south to Poppleton avenue, east to Twenty-fourth street, south to U. P. tracks, west along line of middle of Shirley street to Twenty-ninth avenue, south to Dorcas, west to Thirty-second avenue, north to Woolworth avenue, west on line of middle of Woolworth avenue to Thirty-fifth street, north to Poppleton avenue, east to Thirty-fourth street, north to Pacific, east to Thirty-third street, north to alley between Marcy and Leavenworth, east to the extension of Thirty-second street, north to Leavenworth, east to Twenty-eighth street.

SARATOGA SCHOOL BOUNDARY: North city limits, south on Twentieth to Grand avenue, east to east city limits, south to the extension of Ruggles street, west to Twenty-fourth, south to Laird, west to Twenty-seventh, south to Manderson, west to Twenty-eighth, north to Boyd, west to Thirtieth street, north to the north city limits.

SAUNDERS SCHOOL BOUNDARY: Beginning at Cuming and Forty-eighth street, east to Forty-second street, north to alley between Cuming and Izard street, east to Forty-first street, north to Izard street, east to Thirty-ninth street, south to Cuming street, east to Thirty-sixth street, south to Webster street, east to Thirty-fourth street, south to California, east to line of middle

of Third-Fourth street south of Cass, south to alley next north of Dodge street, west to Thirty-fifth avenue, south to Dodge, west to line of alley between Thirty-ninth street and Fortieth street, south to alley next north of Farnam street, west to Fortieth street, south to Farnam street, west to Forty-eighth street, north to the point of beginning.

SHERMAN SCHOOL BOUNDARY: North Omaha: Beginning Twentieth and city limits, east to city limits, south to Grand avenue, west to Thirtieth, north to city limits.

TRAIN SCHOOL BOUNDARY: Beginning at Sixth and Poppleton avenue, east to river, on the east by the river, on the south by Martha street to Eighth street, north to Woolworth avenue, east to Sixth street, north to Poppleton avenue.

VINTON SCHOOL BOUNDARY: Beginning at the Union Pacific tracks on Elm street, east on Elm to Seventeenth, south to city limits, west to tracks, follow tracks north to Elm street.

WALNUT HILL SCHOOL BOUNDARY: Beginning at Forty-eighth and Parker streets on city limits, east on line of middle of Parker to Belt line R. R. track, northeast along this track to Lake street, east on Lake to extension of the line separating lots 30 and 31, block 17, Orchard Hill Addition, south on this line to middle of Charles street, east to Thirty-eighth street, south to Cuming street, west to Thirty-ninth street, north to Izard, west to Forty-first, south to the alley between Izard and Cuming, west to Forty-second, south to Cuming, west to west city limits, north to point of beginning.

WEBSTER SCHOOL BOUNDARY: Thirty-second and Hamilton streets, east to Thirtieth, south to Caldwell, east to Twenty-sixth, south to Indiana, east to Twenty-fifth avenue, south to a point halfway between Burt and Webster, east to Twenty-fourth, south to California, west to Twenty-fifth street, south to Chicago, west to Twenty-sixth, south to Davenport, west to Thirty-fourth, north to Webster, west to Thirty-sixth, north to Cuming, east to Thirty-second, north to Hamilton.

WINDSOR SCHOOL BOUNDARY: Beginning at Thirty-second and Woolworth avenue, south to Dorcas, east to Thirty-first

street, south on Thirty-first to city limits, west to Belt Line tracks, northwest to Lincoln avenue, east to Thirty-fifth street, north to line of center of Woolworth avenue, east to Thirty-second avenue.



# INDEX.

---

ADDRESSES—	PAGE
Janitors .....	104-105
Teachers .....	90-103
BOARD OF EDUCATION—	.
Clerical Force .....	6
Committees, 1903 .....	5
Examining Committee .....	6
Meetings .....	6
Members, 1903.....	4
Officers, 1903 .....	3
Visiting Committees, 1903 .....	5
CUTS—	
Cass School Building .....	68-69
Group of Buildings.....	20-21
Members of Board.....	4-5
Monmouth Park School.....	88-89
Officers of Board.....	2-3
President of Board.....	6-7
OBITUARY.....	51-54
REPORTS—	
Drawing—Supervisor.....	47-48
HIGH SCHOOL—	
Biology .....	63-64
Chemistry .....	61-62
Commercial .....	64-65
English .....	58-59
Greek and Latin .....	60-61

# INDEX.



## REPORTS—High School continued.

List of Graduates .....	65-67
Mathematics.....	59-60
Modern Languages.....	61
Department of Physics .....	62-63
Principal .....	55-67
Kindergarten—Supervisor.....	43-45
Music—Supervisor .....	49-50
President.....	7-11
Secretary.....	13-20
Superintendent of Instruction .....	22-86
Truant Officer .....	87-88

## SALARIES—

Janitors .....	104-105
Officers and Clerks .....	6
Teachers .....	90-103

## SCHOOL DISTRICT OF OMAHA—

Bonded Indebtedness.....	23
Boundaries .....	116-122
School Buildings and Property (Description, Location and Valuation).....	106-114

## STATISTICS—

Bond Redemption Fund .....	20
Building Funds .....	20
Census Enumeration (1887-1903) .....	72
Expenses by Departments ....	16-17
Expenses—Principal Items (1889-1903) .....	70-71
Expenses—Principal Items (1873-1903) .....	73-74
General .....	14-15
General Fund Expenditures (1897-1903).....	19
General Fund Resources (1897-1903).....	18
General Fund Receipts .....	13
Grade and High School Enrollment .....	76-86
Growth of Schools (1887-1903).....	71
Insurance Fund .....	20
Kindergarten Enrollment .....	86
School Attendance .....	25-27